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An Informal Experiment with the Small Group Technic

Mildred E. White

Central Washington University

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AN INFORMAL EXPERIMENT WITH THE SMALL GROUP TECHNIC

by

Mildred E. White

A thesis submitted in partial fulfillment of the requirements
for the degree of Master of Education
in the Graduate School of the
Central Washington College of Education

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GRADUATE COMMITTEE

Eldon E. Jacobsen, Chairman

Amanda Hebeler

Mary Simpson

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Chapter I

INTRODUCTION, PHILOSOPHY, AND STATEMENT OF PURPOSE

Introduction and Philosophy

People, nearly always, have a sense of belongingness to the groups of which they are members: the family group, the church group, the college, the club, the home-town, their country. These feelings, at times, may be very intense but for the most part it is taken for granted that people belong to these groups and, in turn, that these groups belong to the people who belong to them. Be the feeling about the group weak or strong, there is almost always a knowingness, an awareness of the existence of the group; so much so that an individual can scarcely conceive of himself apart from a particular group, such as his family group. Newcomb¹ expressed this as follows:

Human beings have always belonged to groups. Of course we have no written records about the earliest men, but, according to the indirect evidence, human beings have always been as dependent upon group life as fish have been upon water. In fact, without group life human beings would never have become able to use language, to raise their own food, to harness power, or to follow ethical practices or hold religious beliefs. All these things, so characteristic of humans, have become possible not merely because of a biological evolution which improved our brains and speech organs but also because people have been able to learn from one another—especially the younger from the older.

1. Newcomb, Theodore M., Social Psychology. New York: Dryden Press, 1950, p. 620.

And such learning has been possible because group members can communicate with one another through shared frames of reference. Since humans depend in so many ways on the things which are made possible by communication within groups, it would be strange indeed if they did not come to feel that they belong to groups, and that these groups are very real.

A "group" may mean one thing to one person and something else to another. The word has several connotations. At one time it may be a number of people working together in a factory, at another it may be two or three persons sitting face-to-face in a single room. And to someone else it may denote loyalty to a group of people, such as the Boy Scouts or the church. And again, the word "group" is often used to refer to people who do not even know who the others in the group may be, such as all those persons who believe in World Peace. Krech and Crutchfield¹ defined the "group" in this way:

The term "group" . . . refers to two or more people who bear an explicit psychological relationship to one another. This means that for each member of the group the other group members must exist in some more or less immediate psychological way so that their behavior and their characteristics influence him.

In short, according to Newcomb,² a criterion for recognizing a "group" is "whether or not the behavior of other members of the supposed group seems to have any direct influence on the behavior

1. Krech, David, and Crutchfield, Richard S., Social Psychology, New York: McGraw Hill, 1948. p. 18-19.

2. Newcomb, op. cit., p. 492.

of the given individual and whether or not his behavior, in turn, has direct effect on the other members."

As LaPiere¹ has stated, "It is now evident, although long overlooked, that there can be no group life apart from the individual human beings whose coming together forms the group . . . and there can be no individual human beings apart from the group in which, and through which he lives."

The group under consideration in this study is that of the classroom, that is, a schoolroom group. The definition of "group" with which this study is concerned is that of the social psychologist, whose main interest is in the study of how the social environment affects behavior or how people influence one another.

The technic emphasized in this informal experiment is the small group technic. The main feature of this technic is that of working in small groups: committee groups, buzz groups, or other. The main objective in the small group technic is that of developing group belongingness, an awareness of group responsibility and of the individual's responsibility to the group. A second purpose is that of fostering greater participation by all group members.

Groups are more than a collection of individuals. They are a group of people who have closely interlocking social roles. An

1. LaPiere, Richard, and Farnsworth, Paul, Social Psychology (Third Edition). New York: McGraw Hill, 1949, p. 7. Also in the American Journal of Sociology, May, 1939.

aggregate of people may become a group by interacting over a period of time. On this premise the small group technic is based.

The committee group as referred to throughout this study is a small group of four to eight pupils who work as a committee with the purpose of planning and working together for some type of action.

The buzz group consists of two or more pupils who discuss some problem of concern to the larger group. They later share their opinion or solution with the larger group so that some action may be decided upon by the entire group.

However, all members of a group do not share norms in the same degree. New members of most groups need a period of orientation before the norms are "learned" or accepted as well as they are by the older members in the group. Some members are very conforming and religiously adhere to group standards of behavior, while others may do so in less degree and at the same time adhere more closely to the standards of a second group to which they may belong. And some norms are associated with one group only and have little effect upon other phases of the person's life. An example is the child who has one standard or norm in the home, another one at school, a different one in his gang, and still another for his Sunday School group.

Newcomb¹ explains the formal and informal groups. When members of the group are expected to respond in a certain way regardless of their individual differences and the role behaviors expected of them are

1. Newcomb, op. cit., p. 496.

relatively independent of them as persons, the group is called a formal group. In this group the individuals do not count but are only parts within the structure. There is no question about how others in the group will act as behavior is clearly described and all members are expected to conform.

Contrary to this, when the group membership develops roles around particular individuals in positions within the group and not around the position itself, the group may be called informal. Here the individual counts. The structure of the group changes as the group personnel changes. One member of the group may make an innovation in behavior patterns and because of group acceptance of him, a change in group norm may result. Members of informal groups have much more freedom to behave in their individual ways than do members of the rigid, formal group.

An example of formal group structure is that of a bureaucracy. Under ideal conditions, the bureaucracy is a most effective and efficient way for a group of people working together to complete a specified task or production. It is probably the most efficient type of group organization. Its chief advantage is in its technical efficiency which eliminates personalized relationships such as friendship or hostility. Each person fits into a scheme, a preconceived pattern or routine which obliterates individuality. This is the extreme type of formal group.

It is reasonable to expect that all members of such a formal group would not be able to find happiness within it. Nervous tension and frustration is inevitable for the persons who cannot hold to the standards of the group or who show initiative in suggesting changes in the routine of this rigid group. The warm, friendly individual who has styled his inter-personal relations as "moving toward other persons"¹ "would find the bureaucratic group which minimizes the intimate, the personal, . . . to be uncongenial or even intolerable."²

The informal group, on the other hand, is formed by a group of individuals banding together for a common purpose. Through interacting over a period of time, group norms are set up so that each member recognizes his place in the group and his responsibility to other group members. Differing personalities within the group are respected and individual initiative is encouraged, though both are subject to the norms of the group or to the group welfare. Such groups may become increasingly more or less formal or informal as time passes. The group structure grows and changes as members interact and become inter-related and as the leadership shifts.

The informal group requires study and analysis to understand its interaction pattern and its direction. Group structure, according to

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1. Horney, Karen, Our Inner Conflicts. New York: Norton and Norton, 1945, p. 178.
 2. Newcomb, Theodore, op. cit., pp. 497-98.

Newcomb,¹ can be studied by two methods: actual observation and sociometry. Cunningham² would add a modification of sociometry, that of the social distance scale.

Observation technique has been set up by Heyns³ and others. It consists of actual observation of groups in action with special attention focused on observation of the roles of group members. The observation is done by teams, or pairs who rate the group members by the statements they make during discussion.

The value of observation of group members has been indicated by Newcomb⁴:

An analysis of such observation would show the role behaviors between specific pairs of members and would reveal the nature of the group structure as well as the behavior characteristic of individual members. Roles are not characteristics of individuals but refer to relationships among two or more individuals. Thus a description of the role structure of a group includes, ideally, the relationships of every member to every other member or to the group as a whole.

Sociometry is a method of group analysis which shows various kinds of relations among group members. The information is obtained through one or more questions such as, "Of all the people in the room, whom

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1. Newcomb, Theodore, op. cit., p. 504.
 2. Cunningham, Ruth, op. cit., p. 352.
 3. Heyns, R. W., "Effects of Variation in Leadership on Participant Behavior in Discussion Groups." Unpublished Dissertation, University of Michigan, 1949. (Referred to by Newcomb)
 4. Newcomb, Theodore, op. cit., p. 506.

would you most like to work with on a committee?" From this information a chart is made and the analysis may show mutual choices, stars who are very popular, isolates who are rejected by the group, small cliques and sub groups, and leaders in the group. The sociometric analysis has many variations and can be flexible to meet the needs of a particular study. It has been recognized by educators among whom is Willey¹ who says that "as a distinct and useful medium for diagnosing interpersonal relationships within the classroom and for planning ways of improvement."

The Classroom Social Distance Scale as created by Cunningham² proved to be one of the most useful devices used in her research. This revealing instrument gives insight into the wide range of acceptance the group shows to the individual members, and also indicates the range of acceptance the individual members have for the group.

Such methods of group analysis as observation, sociometry and the classroom social distance scale are, as has been stated previously, particularly useful in determining the structure and interaction patterns of the informal group.

Authorities agree that groups, to be effective, require some degree of organization. This organization is gained by division of

1. Willey, RoydeVerl, Guidance in Elementary Education, Harper and Brothers, New York, 1952, p. 605.

2. Cunningham, Ruth, op. cit., p. 352.

the work of the group so that specified persons are expected to perform certain functions.

With this organization, like being part of a team, comes solidarity. There is a feeling of belongingness, a sense of interdependence, and a consciousness that each is contributing something to the common goal. The loyalty, the togetherness that is thus established was referred to by Newcomb¹ as "cohesion or group solidarity."

When children are brought together in groups at school, extensive interaction takes place and as a result, important social learnings occur. It is essential that the teacher be aware of this group interaction, that she study the group from the standpoint of both cause and effect, and that she be sensitive to the influence the group has on the development or lack of development of particular individuals. This belongingness and its effect upon the group members is clarified by the American Council on Education²:

. . .the gradual emergence of a child society come(s) about whenever a number of children of school age are brought together and do things together through a considerable period of time. Daily interaction among classmates gradually builds up a series of feelings toward one

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1. Newcomb, Theodore, op. cit., pp. 510-12.
 2. American Council on Education, Helping Teachers Understand Children, American Council on Education, Washington, D. C., 1945, p. 276.

another . . . relationships . . . that imply different roles for different individuals in their group activities. The children come to see themselves and others as belonging to a group in terms of these roles; they accord different status or prestige values to these various roles.

The philosophy of today's school incorporates group membership and participation together with respect for the individual as essentials for education for democratic living. This philosophy has been well stated by Harl Douglas¹:

At least four major bases need consideration in the formulation of philosophy and objectives for the development of a better educational program in American schools:

1. The democratic way of life
2. The school community
3. The nature of individual pupils
4. The nature of the educative process

Education is a social process and takes much of its direction from the dominant social philosophy of the group, including its commonly accepted values. For us, therefore, the keynote is American Democracy. Few persons would challenge the statement that the major purpose of education is to foster democracy as a way of life. Our educational system reflects our society's faith in education as a means of promoting democratic values.

There are many statements of democratic values to be found in educational literature. The two following seem to underlie all others:

First, democracy recognizes the importance and the dignity of the individual and utilizes his improvability as a means of social evolution and progress.

Second, democracy places a premium upon reason as a means of individual and group decision and as a basis for action.

Douglas, Harl R., Education for Life Adjustment. New York: Ronald Press Co., 1950, p.

This leaves no uncertainties concerning the responsibility of the schools of America for furthering democracy through the development of the individual and by developing competencies in group skills so that children will be trained through experience to meet and solve the problems of a democracy. As Michaelis¹ has stated:

The schools of America are dedicated to the preservation and extension of democratic ideals and to the development of the highest type of democratic behavior on the part of each child. The present educational situation presents, without doubt, the greatest challenge and gravest responsibility ever faced by educators in America.

Statement of Purpose

The primary purpose of this informal experiment in group work with children in a fourth grade classroom is two-fold: first, to describe and amplify the use of the small group technic in a classroom situation, and second, to show what relationship there may be between the use of the small group technic and changes in group belongingness and individual behavior.

It is hoped by the writer that a secondary effect of this study will be the stimulation and encouragement of other teachers in the field to experiment with the small group technic. It is further hoped that this work may point the way to more democratic action in

1. Michaelis, John U. Social Studies for Children in a Democracy. New York: Prentice-Hall, Inc. 1950, p.

classrooms so that children today can, through real experience, be better prepared to meet and solve tomorrow's problems.

Procedure

The informal experiment conducted as the main part of this study, is not intended to bear any likeness to a controlled experiment where one variable at a time is tested, and all others are held constant. In an informal experiment many variables are operating and as a result the findings show more of a trend than conclusive facts or statements. At the expense of more reliable results and more specific findings, the writer chose the informal experiment as the procedure for this study. The purpose in doing so was to keep the classroom conditions as normal as possible so that other teachers might realize the functional qualities of the small group technic and its practicality for use as an everyday classroom procedure.

Chapter Two will review the thinking of foremost educators and psychologists on group work and its place in our educational system. Chapter Three will deal with the informal experiment carried on in a fourth grade. Chapter Four will point out the conclusions and limitations of this experiment. It will also list the implications for education.

Chapter II

REVIEW OF RELATED INFORMATION

Small groups composed of several or more individuals are effective working forces in any democracy. The group has a recognized place in the structure of our society. It is by accepting roles in the small group that the individual learns both the importance and the function of participation in democratic living, upon which the survival of the American way of life depends. Michaelis¹ emphasized this when he stated:

American society at the present time may be characterized as a democratic, power-age culture. The shift from an agricultural era to an era of atomic power has been accompanied by many changes in our ways of living. The hope for peace, prosperity and happiness in the modern world is that man will be able and willing to solve his problems and make necessary changes through the use of reason and democratic action. In a complex culture marked by limited opportunities for learning through direct experiences, formal education must assume a heavy responsibility for developing competence in critical thinking and democratic processes.

Further corroboration of the prime importance of group techniques in our American democratic form of government and the need for schools to be aware of their responsibility for the development of individuals skillful in such techniques, was given by Smith² when he expressed his views thusly:

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1. Michaelis, John U., op. cit., pp. 48-49.
 2. Smith, B. Othanel, "Squaring the Curriculum with Social Realities," Educational Leadership, Vol. IX, No. 4, January, 1952, p. 217.

The specialized and interdependent character of society has made man increasingly dependent upon his fellow man. This means that in the sphere of social action, no matter how small an operation the action calls for, what anyone can do depends in large degree upon what other persons will permit. This fact is indicated by the extent to which our society is organized into all sorts of groups, committees and conferences. Perhaps no people were ever so highly organized, in free associations to be sure, as the people in the United States. These social facts indicate the need for appropriate social techniques by which groups of individuals can share freely with one another in the process of arriving at common policies, programs and decision. . . . Everyone who has worked in committees where important matters were at stake has noted the tensions of individuals, the extent of which seems to be related to the amount of involvement on the one hand, and lack of facility in human-relations techniques, on the other. We have been slow to develop appropriate modes of social interaction. The school has an important obligation to develop those ways of social give and take most conducive to the rational solution of problems in which numbers of individuals are and must be involved.

A major problem in a democracy, then, is that of creating citizens who will be able to meet and solve their problems through interaction with others and through group decision arrived at through group discussion, experimentation, and evaluation. Michaelis¹ acquainted us with the proportions of this task of thinking together when he admonished:

The job of thinking together is not an easy one. As our country has grown large in population, territory, and industry, it has broken through the political and social patterns of an earlier day. . . . What is required, now, above all in the presence of international and economic anarchy, are

1. Michaelis, op. cit., pp. 139-40.

devices, organizations, purposes, methods, experiments, and channels through which a great people can realize its aspirations for freedom. That aspiration for freedom may be defined as freedom to grow, to develop the finest capabilities of each person, and to welcome the contributions of every human being to the social good.

And in America we have shown a genius for putting purpose, faith, and devices to work at farming, rearing skyscrapers . . . and making gadgets on factory production lines. It is past time for us to put our brilliant ingenuity and our great resources to conquering the one single largest obstacle to our greater life and liberty--the lack of know-how; that is, to the job of developing production methods for achieving large scale participation and social achievement for all our people.

Teaching persons to think together about a common problem has become a near-science with exploration of dynamics and the development of steps in group process. Grounded in the basic needs of the individual and paramount to the survival of our democratic form of government, group process has become and will continue to be an integral part of the educational curriculum. Gold¹ expressed this convincingly in an article for educational administrators:

Movements in education have a way of climbing over the horizon, focusing a brilliant light for a time on an area of need, and gradually becoming absorbed in general educational theory and practice. Group process as a movement has run such a course in a period briefer than a decade. What was a few years ago a novelty or even a fad has finally ceased to be a 'movement' at all. It has become increasingly a way of working in group situations, an insight into individual behavior in group situations, and a useful set of techniques for putting insights into

1. Gold, Milton, "Group Process and the Curriculum," Educational Leadership, Vol. IX, No. 4, January, 1952, p. 230.

practice. School people concerned with the improvement of school programs have found a useful tool in the group process concept. It has helped to focus attention on group behavior as a fundamental factor in curriculum development. It has helped us to re-evaluate curriculum 'content,' so that as teachers we may give more direct attention to the individual functioning in a group.

Group work enhances democratic functioning by recognizing the worth of individuals who contribute through group interaction. True democratic action results from group decision based on group needs, goals, and evaluations. The individual is the important ingredient in any democracy. This has been observed by the writers of "Toward Better Teaching" when they said:

To be an effective member of a democratic society the individual must be able to take an active part in the constant reformulation of social values, procedures, and organization. The vitality and success of the democratic way of life are dependent upon the extent to which every citizen assumes responsibility for necessary individual and group action. The ability to function efficiently as a member of a group is a skill which must be acquired. Hence the school, charged with education for citizenship, is an institution whose function must include the development and refinement of the skills necessary within a democracy.

The relation of the individual to the group and to democratic action is one of mutual dependence. The individual is an essential power in a group and in a democracy, and likewise the group exerts an important influence upon the individual since certain of his basic

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1. Association for Supervision and Curriculum Development, "Toward Better Teaching," A. S. C. D. Yearbook, Washington, D. C., 1949, pp. 187-88.

needs can best be met through belonging to and interacting in groups. Moffatt and Howell,¹ Thorpe,² and Lee and Lee³ seem to have this in mind when they speak of the need for the child to develop a sense of mutuality. Benne and Muntyan⁴ stressed the reciprocal nature of the individual and group relationship when they wrote:

Individuals have certain basic psychological and biological needs, and their purposive behavior is aimed at the satisfaction of these needs. But their satisfaction is possible only through participation in group life by means of roles associated with positions in various social systems. In this way an individual becomes a member of various groups and of a larger society of which these are a part. Thus he satisfies his biological needs as well as his need for security, for belongingness, for recognition, and for response from others. . . . But to participate successfully means that one learns to define the situation as it is perceived by the group functioning in that system or in a given position in the system. . . . Thus, an individual's knowledge, attitudes, and skills are the products of interaction in established ways of group life.

Further evidence of the interdependence between the individual and the group was given by LaPiere and Farnsworth.⁵

It is now evident, although long overlooked, that there can be no group life apart from the individual human beings whose coming together forms the group. It is also now

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1. Moffatt, Maurice P. and Howell, Hazel W., Elementary Social Studies Instruction, New York: Longmans, Green and Co., 1952, p. 47.
 2. Thorpe, Louis P., Child Psychology and Development. New York: The Ronald Press, 1946, pp. 190-92.
 3. Lee, J. M. and Lee, D. M., The Child and His Curriculum (Second Edition). New York: Appleton-Century-Crofts, 1950, pp. 77-79.
 4. Benne, Kenneth D. and Muntyan, Bozidar, Human Relations in Curriculum Change. New York: Dryden Press, 1951, p. 10.
 5. LaPiere, Richard T. and Farnsworth, Paul R., op. cit., p. 7.

evident that there can be no individual human being apart from the group in which and through which he lives.

The development of the individual is an end-product of group work. The security fostered by the feeling of belonging and the satisfactions gained from participation in small groups enables the individual to develop wholesome attitudes, effective social skills and emotional stability. These traits, in turn, increase his value to the group and prepare him to function actively in a democratic group. The school's responsibility for this development of the individual was considered imperative by the committee writing "Toward Better Teaching"¹ when they so plainly stated:

How to help young people of today fit into a strange, exciting, constantly changing world and how to meet individual needs to achieve and to be wanted—in short, to feel secure—is a basic problem for the present-day school. A sense of security is a fundamental need of every individual. Maximum growth can occur only if security is present.

Today's children are faced with mental and social adjustments to a constantly changing world. The young of today need skills in problem solving and the ability to maintain emotional balance and mental health in a complex and shifting environment. Douglas² emphasized this when he wrote:

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1. Association for Supervision and Curriculum Development, op. cit., p. 13
 2. Douglas, Harl R., op. cit., p. 68.

As he grows every individual has to adjust his behavior to the demands of his time and place. Adjustment has become a key concept in our educational thinking. We conceive of the person as an active, striving organism which seeks its own maintenance and satisfaction of basic urges and needs. We believe that the growing individual needs to have experiences which enable him to solve the problems which arise as he grows in ability to handle his own adjustment.

Cooperative learning is an integral part of group work. It is the combined action of individuals or groups in reaching a desired goal. Through working together, mutual respect, confidence and understanding of group goals is gained while competition and rivalry are lessened. "Toward Better Teaching"¹ has defined cooperative learning as "cooperative goal setting, cooperative planning of experiences, and cooperative evaluation of progress toward goals." Eight basic concepts of cooperative learning are recognized by these writers:²

1. Cooperative learning begins with establishing rapport.
2. Cooperative learning gives pupils experience in setting up goals together.
3. Cooperative learning provides an opportunity for pupils to plan and develop experiences to achieve their objectives.
4. Cooperative learning encourages all concerned to make group decision and assume responsibility for those Decisions.

1. Association for Supervision and Curriculum Development, op. cit., p. 51.

2. Ibid., p. 51.

5. Cooperative learning provides for a division of responsibility among individuals and groups.
6. Cooperative learning gives pupils an opportunity to gather and distribute materials.
7. Cooperative learning extends beyond the classroom.
8. Cooperative learning provides for group evaluation of progress toward goals.

Cooperation among the members of groups is an important element in any society which has democratic aims. "Group Planning in Education"¹ has listed seven principles of group work which describe some basic activities necessary for successful group work and also are an indication of the extent to which this work is going on. The principles were:

1. The goals must be such that group activity will expedite their attainment. . . .
2. Work is undertaken that is relevant to the goals the group wants to achieve. . . .
3. Activities in cooperative group work are in sequence: (a) clarification of goals or purposes, (b) consideration of means for the attainment of these goals, (c) action in terms of the means decided upon, and (d) appraisal or evaluation of consequences. . . .
4. There is a free interplay of minds during all stages of the cooperative activity. . . .
5. A consensus of opinion is striven for. . . .

1. Association for Supervision and Curriculum Development, Group Planning in Education. Washington, D. C.: National Education Association, 1945, pp. 130-37.

6. Cooperative projects tend to grow out of an existing group structure. . . .
7. Specific cooperative work projects usually lead to other projects. . . .

The group plays an important role in effecting any change among its membership. It is by identification with the group that the individual comes to want what the group wants; to have common aims and experiences with the other group members. Lewin¹ said in relation to this:

A change in action-ideology, a real acceptance of a changed set of values, a change in the perceived social world—all three are but different expressions of the same process. . . . (Any change involves, first) loyalty to the old and hostility to the new values and second, re-education and freedom of acceptance. . . . Acceptance of the new set of values and beliefs cannot usually be brought about item by item. . . . The individual accepts the new system of values and beliefs by accepting belongingness to a group.

Newcomb,² Hartley,³ and Benne⁴ all agree with Lewin⁵ that the group is an important influence upon the individual and that changes

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1. Lewin, Kurt, "Conduct, Knowledge, and Acceptance of New Values," The Journal of Social Issues, 1:3:56-64, August, 1945. Also in Benne, op. cit., p. 24-33.
 2. Newcomb, Theodore M. and Hartley, Eugene L., Readings in Social Psychology. New York: Henry Holt & Co., 1947, pp. 340-44.
 3. Ibid., pp. 340-44.
 4. Benne, Kenneth D., op. cit., pp. 340-44.
 5. Lewin, Kurt, "Group Decision and Social Change," Readings in Social Psychology. New York: Henry Holt & Co., 1947, pp. 340-44.

are best effected through groups since group standards are levels of conduct for the individuals who belong to the group. Their thinking is described by Lewin:

Changing group relations...means changing the level at which these multitude of events proceed. In other words the "level" of consumption of friendliness. . .is to be characterized as the aspect of an on-going process. . . The study of the conditions of social change begins properly with an analysis of the conditions for "no change," that is for the state of equilibrium. . .A social change is comparable to a change in the velocity or direction of a river (which flows with a given velocity or in a given direction during a certain time interval). . .The strength of forces which tend to lower that standard of social life should be equal and opposite to the strength of forces which tend to raise its level. The resultant of forces on the line of equilibrium should therefore be zero. . .Since we have to assume that the strength of social forces always shows variations, a quasi-stationary equilibrium presupposes that the forces against raising the standard increase with the amount of raising and that the forces against lowering increase (or remain constant) with the amount of lowering. . .It is possible to change the strength of the opposing forces without changing the level of social conduct. In this case the tension (degree of conflict) increases. . . (There are) two basic methods of changing conduct. . .by adding forces in the desired direction, or by diminishing opposing forces.

Lewin ¹ further expands his theory of social change as it affects groups when he writes of social habits and group standards:

Many social habits are anchored in the relation between the individual and certain group standards. An individual may differ in his personal level of conduct. . .from the level which represents group standards. . .by a certain amount. If the individual should try to diverge too much from group standards, he would find himself in increasing difficulties.

1. Lewin, op. cit., p. 343, in Readings from Social Psychology by Newcomb and Hartley.

He would be ridiculed, treated severely and finally ousted from the group. Most individuals, therefore, stay pretty close to the standards of the group they belong to or wish to belong to. In other words, the group level itself acquires value. It becomes a positive valance corresponding to a central force field with the. . . (forces) keeping the individual in line with the standards of the group. . . Changing is a three-step procedure: unfreezing, moving, and freezing of a level.

A change in the individual is greatly dependent upon that individual's evaluation of the group standard or norm in relation to his own behavior. Lewin ¹ pointed this out when he discussed principles of re-education:

(Since) the resistance to change depends partly on the value which the group standard has for the individual, the resistance to change should diminish the strength of the value of the group standard or changes the level perceived by the individual as having social value. This second point is one of the reasons for the effectiveness of "group carried" changes resulting from procedures which approach the individuals as part of face-to-face groups. . . it is usually easier to change individuals formed into a group than to change any one of them separately.

The responsibility of the schools of our country to encourage democratic procedures and to teach the skills for successful participation in groups is recognized by educational leaders and by curriculum makers. Social studies authorities, too, point to group process as the skill which can best help to bring our nation's people into an active part in a working democracy. The school's responsibility was made clear by the committee of the Association for

1. Lewin, op. cit., pp. 229-37. "Principles of Re-education."

Supervision and Curriculum Development¹ who wrote "Toward Better Teaching." In this they stated:

Historically, the American people have had faith in education as a means of more nearly realizing democratic values. In a democracy two things are prized: The uniqueness of the individual. . .and the group means of fostering that uniqueness and of providing an optimum development for all. Because there has been faith that the individual is worth improving and confidence that man is improvable, a basic consideration in the whole educative process in a democracy is the individual and his role in the group. . .Persons holding democratic values should covet for each individual the conditions of nurturing and learning that will help him to utilize the potential that is so often undeveloped and, therefore, wasted. . . Persons holding democratic values should also desire abundant opportunities for pupils in schools to experience the satisfactions coming from high-level cooperation and to exercise self-direction in both individual and group enterprises.

Douglas² emphasized the same points to indicate the responsibility of the school for teaching group skills and techniques to children in today's schools.

Douglas³ also pointed to the dangers of lack of experience in group work.

Today's citizen functions frequently in committees, not only to report achievements, but also to study and solve common problems. To prepare citizens for group processes by means of highly individualistic school experiences is to

1. A. S. C. D. Toward Better Teaching, p. 2.

2. Douglas, Harl, op. cit., p. 87.

3. Ibid., p. 87.

create inability, confusion, and personal frustration. Boys and girls need to experience methods of cooperative study in classroom as well as throughout the extra-curricular program of the school. Resources of membership and leadership in group processes should be an integral part of every pupil's growth. The division of problems into their manipulative parts, the carrying out of individual responsibility to the rest of the group, constructive patterns of criticism and suggestion, cooperation in reporting to others the results of inquiry--these are suggestive of the skills which modern methods of instruction should create.

The teacher has a distinctive role in leading and guiding children to an understanding of group processes and in providing real experiences therein. Every authority whose work was examined by this writer, substantiated this viewpoint. The committee of the Association for Supervision and Curriculum Development,¹ among other comments, said:

Recognition of social action as an aspect of better teaching requires an extension of learning beyond becoming informed or even concerned about a given social problem. Children and youth must experience the meaning of "do" democracy; they must assume important responsibilities; they must contribute to an understanding and solution of problems of living.

Wrightstone² wrote in detail of the teacher's place in providing a proper climate for democratic experiences within the classroom:

The teacher has an opportunity to organize her classroom and teaching methods in such a way as to provide conditions and experiences which will foster healthful, personal, and group growth, or morale, for pupils. The teacher's contact with the children is continuous and intimate. The teacher's

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1. A. S. C. D. Yearbook, "Toward Better Teaching," op. cit., p. 188.
 2. Wrightstone, J. Wayne, "Measuring the Social Climate of the Classroom," Journal of Educational Research, January, 1951.

personal attitudes influence the emotional tone or social climate of the classroom; her personal adaptability determines the relationships between herself and her pupils and indirectly the relationship among pupils themselves.

The teacher can help children achieve adjustment in her guidance of classroom activities. The teacher, for example, can define the role structure of pupils and groups through which each can make a significant contribution and attain group recognition. The teacher can evaluate, and improve the pattern, degree, and quality of social interaction by defining the role structure of the class and communicating plans, orders, and suggestions. The emotion of a warm and sympathetic teacher translates itself into a friendly spontaneous emotion of a pupil group. Thus pupil-teacher social distance will reveal the degree of warmth and insight.

Michaelis¹ discussed promising trends in the social studies after a review of many newer courses of study, interviews with supervisors, directors of curriculum, and outstanding teachers of social studies. The current trends and emphases, in part, were as follows:

Cooperation, acceptance of responsibility, open-mindedness, and concern for others are being stressed in daily experiences at all levels. Attention is being focused upon cooperative group action in the child's relationships with others in home, school, and community. Ways in which people in the community, the state, the nation, and other lands work together democratically to meet their common needs are likewise being emphasized. . . Basic needs of children are considered in grouping and in planning and guiding learning experience. Group processes and group structure are studied along with individual needs.

1. Michaelis, op. cit., pp. 24-25.

"The school has an important obligation to develop those ways of social give and take most conducive to rational solution of problems in which numbers of individuals are and must be involved," according to Smith¹ who has made a study of social skills needed by children. Other educators² here summarized the responsibility of education for giving experience in social action in the following manner:

If the school is to be an effective social institution, it must afford children and youth experiences in social action. Willingness to make choices of action in the light of the welfare of society as a whole must be fostered as an integral aspect of the program of the school. Development of this attitude and inclination must begin with the first contacts of the child with the school and must continue throughout his total school career.

Newer trends in the social studies curriculum and studies of the psychological needs of children point to group interaction as a positive force in fostering democratic action and to membership in small groups as a means of developing individual belongingness. There is much evidence to substantiate these findings and highlight group process as a needed "tool" for people living in a democracy and also as a positive factor in personal development. One group of authorities³ stated:

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1. Smith, Othanel, op. cit., p. 217.
 2. A. S. C. D. Yearbook, Toward Better Teaching, op. cit., p. 188.
 3. Ibid., p. 20.

Every situation of daily living in which other persons are concerned involves some kind of social participation. Social skills are as important to success in life as the "tool" skills. Teachers can do much to observe and help meet needs in this area. Helping students participate in group activities of school life can become the means whereby individuals work out their social relationships and learn how to get along with people so that they may experience security as valued and accepted members of society.

Brown¹ indicated the place of group work in the school when she wrote:

The modern teacher constantly uses group work in her teaching because she believes that children learn to work with others only if they have repeated experiences in practical situations. Probably the one concept that has been given the most emphasis as a result of the researches in group dynamics is that in addition to group experiences people need to develop an awareness of the process by which groups work toward objectives.

Brown² further expands her belief in the importance of group work as she explains its place in the elementary school:

The teacher in the elementary school who realizes the need and tries to find better ways to help her children work successfully together in committees, is working with group process. When the teacher accepts the responsibility for helping her students become aware of process—self-consciously aware of how the group is functioning and of the part each child plays—she is taking a bold and important step toward building a stronger democracy.

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1. Brown, Ida Stewart, "How We Act in Groups," Childhood Education, December, 1950, pp. 156-59.
 2. Ibid., p. 159.

The Association for Supervision and Curriculum Development¹ in their 1950 yearbook on Fostering Mental Health in Our Schools gave considerable attention to group work as it is being introduced into our schools:

The study of group processes within the classroom is attracting the interest of teachers, school administrators, mental hygienists and research workers. For some it offers a new way of understanding pupils. For others, it suggests a somewhat different way of doing things in the classroom. . . The mental hygienist, who is concerned with constructive and satisfying social relations in the early years of life, looks hopefully to the school where the child has his first organized and extra-family group experiences. To the research worker, inter-personal relations among pupils and teachers present a field with many unsolved problems, problems subsumed under the single question: What are the effects of these relationships upon learning and development?

Cunningham,² who has done outstanding research in the field of group work with elementary school children, suggests that groups as well as individuals have needs. "When these needs are not met," she says, "there is frustration and maladjustment." Teachers, Cunningham feels, should be aware of group needs and be able to "interpret symptomatic behavior of groups." She points to the need for further research in this field concerning the relation of group structure to the interaction pattern, the relation of skills to the interaction pattern, and of intergroup structure.

1. A. S. C. D. Yearbook, Fostering Mental Health in Our Schools, op. cit.

2. Cunningham, Ruth, op. cit., p. 60.

Jersild,¹ referring to the impact of grouping on the child, explained its increasing importance as the child advances in years during the elementary school period. In these years Jersild felt the child's life with his peers to be of crucial concern.

There are a number of technics for working with, and studying children in groups. Of these, the small group, the committee, the "buzz" group, and beginning skills in group process may be best suited to the elementary school-age child. Each is different from the other and offers variety and choice to add interest to the program and to meet differing needs and purposes.

Cunningham² has clarified the classroom group situation and challenges teachers as follows:

We cannot expect learning in group living unless we provide opportunity for group experience. The fact that twenty-five to forty pupils are in one room is no guarantee that there is group experience. There must be interaction--in the form of planning, discussion, and friendly exchange--if group living is to be learned. . . Within the school program of the usual school there are many opportunities for learning group values if we but provide them. Of major importance is the degree of opportunity offered to individuals for making choices in a variety of situations. . . .A teacher must be prepared to provide a range of experience in keeping with the needs of the group and the skills of himself and the group.

The small group or committee is composed of two or more individuals who meet together for a common purpose or to solve a common problem.

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1. Jersild, Arthur T., Child Development and the Curriculum, Bureau of Publications, Columbia University, New York, 1946, p. 152.
 2. Cunningham, op. cit., p. 260.

The small group or committee may be held intact for a short while or it may function over an extended period of time. There is evidence which points to the value individual members of the small group or committee gain from the process of interaction and the feeling of belongingness which results from shoulder to shoulder participation with fellow workers toward a common goal. It is logical, then, to reason further that the committee or small group which functions through an extended period of time may hold more lasting values for its group members. The inherent values of membership in a group is strongly suggested in "Fostering Mental Health in Our Schools"¹:

. . .there is basic agreement that a group is more than an assembly of individuals. . .In a developing group there are slowly changing networks of relationships among the members; there are mores or customs that grow up as the needs of the group and its members become apparent; and there is a history of developmental phases through which the group proceeds.

Michaelis² many times referred to the values of groups and group work. When he spoke of functional grouping he said:

Groups of various types and sizes are used in the social studies depending upon the problem to be solved, available space, equipment and materials, and needs developed in planning. All members of the group should work together during such experiences as planning, taking excursions, using audio-visual materials, sharing reports and evaluation.

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1. A. S. C. D. Fostering Mental Health in Our Schools, op. cit., pp. 286-87.
 2. Michaelis, op. cit., p. 180.

The "buzz" group stimulates wide participation in the discussion of group problems. It is a simple technic by which the larger group is sub-divided into small groups of from four to eight members. The "buzz" group considers a problem pertinent to the larger group and after discussion and deliberation, report back to the larger group for consideration.

Stiles and Dorsey¹ defined the "buzz" group in similar terms and also suggested the main activity of such groups would be that of "identifying critical issues" rather than that of "finding critical answers."

Group Process has been spoken of as the skills which operate when a group of people work together on a problem which the group is interested in solving.² It has been considered by Stiles and Dorsey³ to be the force or power that underlies group productivity. Group process furthers the understanding of the forces at work in a group. It makes the group members more aware of their problems and at the same time the group process technique develops competency in problem solving.

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1. Stiles, Lindley J. and Dorsey, Mattie F., Democratic Teaching in Secondary Schools. New York: J. B. Lippincott Co., 1940, p. 395.
 2. Thelen, Herbert A., "Engineering Research in Curriculum Building," Journal of Educational Research, 41:8, p. 579-96.
 3. Stiles and Dorsey, op. cit., p. 310.

Group dynamics has been referred to by Kretch and Crutchfield¹ as adjustive changes which occur in the group structure as a whole as the result of changes in any part of the group.

Trecker and Trecker² summarized their feelings about the worth of small groups when they emphatically wrote:

- We believe that small groups are important to people, to the community, and to the world. People everywhere need satisfying group experience. They cannot survive without it.
- We believe that groups are different and that they must be understood in their differences. Primary differences reside in the use that members make of the group and in the stage of development of the group.
- We believe that all the prior group experience of the individual will influence the way he will adjust and use the small group to meet his own needs.
- We believe that the warm, personal, satisfying human relationships that develop when people become a part of a group have the power to influence, even change them.
- We believe that individuals grow and change in the general direction of the group which is most intimate and vital to them. Small groups always meet human needs for companionship, responsibility, recognition, and a sense of worth.

Among tools helpful in analysis of group structure and the interrelationships of group members, are the sociometric chart and the classroom social distance scale.

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1. Kretch, David, and Crutchfield, Richard S., Theory and Problems of Social Psychology. New York: McGraw Hill Book Co., Inc., 1948, pp. 394-96.
 2. Trecker, Harleigh B. and Trecker, Audrey R., How To Work with Groups. New York: Woman's Press, 1952, pp. 155-56.

Sociometric study is a technique for working with groups, according to Jennings,¹ Stiles and Dorsey² and others. This study enables the teacher to determine friendships within the larger group and to form some conclusion as to their relative strengths. Sub-groups within the larger group may become apparent, as will "stars" who are very popular persons and "isolates" who are those not chosen by classmates. It is considered an advantage to the teacher to know the structure and inner-workings of her group. Cunningham³ has made these statements following wide use and study of the sociometric technic:

Classroom groups have form and structure which may be recognized through observation or by the use of sociometric techniques. The degree of organization in these groups varies considerably and tends, according to our observation, to be most manifest in older groups of girls. In any group there are some children better accepted than others, but in no group that we observed was any child totally rejected by everyone else. The degree to which the child accepts others in the group varies as widely as does the acceptance of him, but the two factors are not in relation. That is, a child who is well accepted may accept either many or few. The same is true of children who are less well accepted.

Cunningham⁴ found little significant correlation of acceptance with factors such as chronological age, intelligence quotient, or socioeconomic status. However, "correlations of acceptance with factors

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1. Jennings, Helen Hall, Leadership and Isolation, New York: Longmans Green & Co., 1943
 2. Stiles and Dorsey, op. cit., p. 251
 3. Cunningham, op. cit., p. 203.
 4. Cunningham, op. cit., p. 204.

stated as important by boys and girls were statistically significant."

The relation of structure of the group to interaction pattern needs further study and research, Cunningham concluded, since there was no real evidence to support her "clues." Cunningham¹ explained in relation to this:

Studies of intergroup structure open an avenue to further research. It seems that among groups which vary widely in maturity, inter-group selection is made in terms of admiration for greater maturity, tuned to an aspiration level which is concerned with the next "higher" level (in age and grade). The weight given to "knowing people" in the selection of other groups may hold implications for wider inter-group experiences for groups both within the school and in the wider society.

Teachers may be surprised to discover how often they are mistaken about the acceptance patterns of groups with which they deal, at least until they are well acquainted with the groups. The evidences of misjudgment give emphasis to the desirability of using certain sociometric techniques as short-cuts to greater understanding of groups.

Most important, perhaps, are the implications for group management to be found in a study of group structure. It is possible that the teacher who is unaware of sub-groups, isolates, stars, or pal-patterns may have great difficulty in rendering leadership to his group. Conversely, the teacher who understands the group structure may be in a position not only to lead the group more effectively in general learning experiences but also to help the group achieve better group living. The relation of teacher understanding of such matters to group management is deserving of much further research.

The Social Distance Scale is a method of measuring the warmth and friendliness of the group toward an individual pupil and at the

1. Ibid., p. 204.

same time measuring the warmth of the individual for members of the entire group. Cunningham¹ has been the main researcher in this area. In fact, it was she and her co-workers at the Horace Mann Lincoln School of Experimentation who devised this measure. Cunningham refers to it as one of the most revealing devices used (by them). She said:

Results of the use of this instrument gave us insight into the wide range of acceptance the group extends to individual members as well as the range of acceptance individuals feel for the group.

The investigation and experimentation by Schwarck² although his study was not conclusive, definitely indicated that the many phases of group dynamics and group analysis had a place in the classroom and that there was some evidence to indicate that classroom teaching became more effective when such techniques were used.

Although further research is needed in the entire area of group work, the accumulated evidence, to date, clearly signifies that democratic behavior in groups is the keynote to effective training for successful adult life in a democracy.

Reconsidering the literature which is related to this thesis it appears that theory in the social sciences and particularly in contemporary education, indicates a trend toward greater emphasis on group development in the classroom. Generalities about the desirability

1. Cunningham, op. cit., pp. 401-02.

2. Schwarck, C. Bruce, A Study of Group Dynamics as a Classroom Process. Master's Thesis, Central Washington College of Education, August, 1951.

of improving group processes outnumber writings about the specifics of how group development can be applied to the classroom. There are few studies or statements about the actual outcome of group technics in the classroom.

It is the intent of this thesis to further the specific information on how group development can be applied in the classroom and to give indications about pupil modification apparently resulting from the use of small group technics.

Chapter III

In the preceding chapters the philosophy of the small group technic has been fully amplified. The function of small groups as democratic practices in modern schools has been described. A summarization of the thinking of prominent educators and psychologists has likewise been stated. The purpose of this study and a brief outline of procedure has been stated. This chapter will deal with the experiment as it evolved during the nine months of this study in a fourth grade classroom.

The chapter is divided into five sections:

- A. A Description of the Experiment
- B. The Fourth Grade at the Beginning of the Year
- C. The Small Group Technic: What the Groups Did
- D. Study and Analysis of the Group during the Year
- E. The Fourth Grade at the End of the Year

A. DESCRIPTION OF THE EXPERIMENT

The purpose of the informal experiment described in this thesis was to reveal to what extent or degree the emotional problems of children within the group might be lessened or improved by participation in small group activities. It was also hoped that an indirect result of this experiment might be the introduction by other teachers of group work procedures in their own classrooms.

This experiment was initiated when the teacher realized that among fourth grade pupils in her classroom at the College Elementary School there was a real need for assistance with emotional and personality problems. It also seemed apparent, as is commonly true with nine-year-old children, that group cohesiveness had not been established. It was also observed that group norms, by which the children could measure their behavior, were for the most part not well developed.

The children studied in this informal experiment were in the fourth grade of the College Elementary School at Central Washington College of Education, Ellensburg, Washington, during the school year of 1951-52.¹

Thirty-one children comprised this group at the beginning of the year. One member, a boy, was added to the group in November, 1951, and two members, girls, transferred to other schools before the experiment was ended at the close of the school year.

1. Substitute names have been assigned these pupils. Their real names are on file in the office of the College Elementary School.

The teacher's study and analysis of the group and of the problems within the group was the first step in setting up this experiment.

In conjunction with this study, came the preparation for and launching of group work by use of the small group technic. This small group technic is described in detail in Part C of this chapter. A sociogram based on committee choices was made and used as a basis for setting up the small groups. Activities in which the six small groups would participate were then outlined, and the small groups began to function as a part of the classroom method and procedure.

It was planned to use the following devices to note or measure the changes in the emotional and personality make up of the group members: identification sheets, sociograms, classroom social distance scales, social analysis of the classroom classification sheets, and personality tests.

Mental ages of the pupils were based on a variety of tests which had been administered at varying times in the school careers of the pupils. It was decided that a follow-up test of mental ability would give supporting information concerning this fourth grade group. This test, since its main value was to confirm or point up differences in previous measures has been recorded in Table III for convenient comparison with Table II.

The small group technic referred to in this study consisted of dividing the larger group into smaller working units by pupil choice. By planning and working together in these small groups of six or seven

pupils, a maximum of participation could be gained, group norms could be established, friendships could be formed or strengthened, and group belongingness might be achieved. The memberships of the small groups remained constant for a three-month period while the activities varied. Each shift of group members was made by pupil choice on a sociogram of committee choices together with the teacher's observation and judgment of pupil relationships. The aim in shifting the small group membership was to obtain good working relations for all pupils.

Its value was also to further the adjustment of individuals with special problems by their strategic placement in the small group. It was felt that a milieu-type therapy was gained for all from active membership in a small functioning group and that further benefits might be derived from designed placement within a group.

The first small groups were set up in September, 1951, on the basis of a sociogram of committee choices after the teacher had identified the then-present problems of the group on an identification sheet devised by Cunningham.¹ These small groups then served as permanent-type committees and will be referred to as either small groups or committees throughout this study.

The first shift in committee group members was made in December, 1951, as a result of a second committee choice sociogram. At this time a social distance scale for the entire class was charted. Identification sheets were filled out by three teachers, the room supervisor and

1. Cunningham, op. cit., pp. 403-406.

two student teachers who worked independently of each other. These pointed to the types of problems persisting in the group. In addition, a California Test of Personality was administered and a Social Analysis of the Classroom classification sheet was filled out by each child and the teachers.

The second shift in the small groups was effected in March when the identification sheets were used again to classify existing problems. The sociograms of committee-work choices and the social distance scales were used to denote changes within the group.

No further shift was made in small group membership but at the close of the term several measures were used to evaluate group members, their problems, and their development. A further use of these measures was to determine changes within the groups, and to estimate the amount of over-all group belongingness. The measures used were as follows: identification sheet by three teachers, sociograms of committee choices, sociograms of three best friends, classroom social distance scale, social analysis of the classroom, personality test.

A very simple subjective evaluation of the small group work was made by the pupils and has been included in this study purely for its interest value.

This informal experiment as it took place in the fourth grade classroom at the College Elementary School is fully explained in the following pages of this chapter.

B. THE FOURTH GRADE AT THE BEGINNING OF THE YEAR

A September view of the fourth grade with which the informal experiment described in this study was concerned seemed a normal and essential part of early planning. The teacher had made a careful study of the class members and their then-present problems. This included observation; a record of height, weight, age and ability; and a perusal of commentary notes made by past teachers of this group as recorded in the cumulative record file.

The teacher's study pointed to twelve children whose problems appeared to be most critical since their problems seemed to result in personal maladjustment, lowered achievement, and in decreased total group solidarity.

Problems of twelve additional children, though less severe, were of such intensity as to reduce the efficiency of these members below their individual potentials and to make group cohesion difficult.

It was decided by the teacher and the writer of this study to concentrate analytical work upon the twelve* most critical children and to attempt to evolve by indirect means desirable changes in attitudes and behavior patterns of other group members. It was felt that the technics used to initiate change in those of the group having

* Two of these children transferred to out-of-town schools before the close of the term and the conclusion of this study.

more severe problems could, at the same time, bring about some degree of improvement for other members of the group. All were members of the larger group and, as such, were all inter-related and inter-dependent. Any individual change would have an effect upon the group and any group change must also affect individuals within the group.

The following evidence available to the teacher in September assisted her in forming hypotheses about the members of the fourth grade group under study.

1. Group Membership

This fourth grade class was composed of eighteen girls and thirteen boys who came mainly from the lower-middle and upper-middle class homes. This comprised a fairly average group but it should be noted that closer examination revealed that fifteen members, or approximately half the group, came from homes where parents held professional or administrative positions in the community.

Of this group of 31 children, five attended nursery school together. Nine children, including four of those who were in nursery, were in the morning kindergarten group. In first grade the nine from the morning kindergarten were joined by four from the afternoon kindergarten group and three children new to the school, Leo, Mary, and Jill. By the end of the second grade year, five more children had joined this group: Joe, #Dan, Jean, #Rudy, and Jeff. In the third grade four more transfer pupils were entered: Mike, #Roger, Rae, and #Nona. It was at this time, also, that #Hugh joined this group, by

retention. At the beginning of the fourth grade, the year under study, four new pupils arrived: Ted, Rhoda, #Paula, and #Vicky. In November this class was to have an additional member, Eddie, who had been accelerated from third grade.

To summarize, the group membership was comprised of eighteen girls and thirteen boys. Nine members, or twenty-nine per cent of the total group, started together in kindergarten. In first grade, seven pupils, or twenty-three per cent joined the original nine. Sixteen per cent, or five members were added to the group in second grade and the same per cent were again new members in third grade. In fourth grade, five members, or sixteen per cent of the total group, were new transfers into the class. In brief, each year, from sixteen to twenty-nine per cent of the group membership was new. This required constant adjustment by both old and new members of the group. It also meant that each year new group norms of behavior and patterns of action must be reestablished and revised. Such shifts in group membership must have had some relationship to the amount of total-group insecurity. The total class membership is given in Table I.

2. Chronological Ages

The chronological ages of this fourth grade group ranged from eight years, eleven months to ten years, four months. This gave a range of one year, five months. The September median age for this group was nine years, four and one-half months. The mean age was nine years, five and one-half months. Table II, Chronological and Mental Ages of the Fourth Grade, gives this information in a detailed form.

Table I
CLASS MEMBERSHIP

Girls	Boys
# Berna	# Dan
Cathy	# Denny
Celia	# Don
# Gay	Eddie
Jan	Fred
Jean	# Hugh
Jill	Jeff
Lois	Joe
Mary	Leo
# Mae	Mike
# Nona	# Roger
# Paula	# Rudy
Rae	Ted
Rilla	Wayne
Rhoda	
Sara	
# Vicky	

Children selected for special study will be designated by this symbol throughout this study.

3. Ability Range of Group Membership

Ability tests had been given this group in the spring of their kindergarten year or in September of their first grade year. Some transfer pupils had no record of ability tests. A few children had been given the Revised Stanford Binet Test of Intelligence.¹ This test had been given to transfer pupils who presented problems to the teacher or to children for whom teachers had desired an additional test to supplement the information gained from an earlier test of mental ability. Table II gives chronological and mental ages for this fourth grade group. Table III gives the supplemental information obtained from the California Test of Mental Maturity administered in January, 1952.

On this group test of mental ability which can only give an indication of general ability, two children have gained a very superior rating. Sixteen have intelligence quotients in the superior range. The average ability group includes eight and three have places in the low average group, although at the upper extreme of this group, Roger was unable to perform on a group measure as he was a non-reader.

So far as general ability was concerned, this group was slightly above average, with a mean for the group of 114. This is closely in line with the ability records already on file in the school, although they were from several sources and were administered in different years.

1. Stanford Revision of the Binet Simon Intelligence Scale.
San Francisco, California: Houghton Mifflin Co., 1936.

Table II

CHRONOLOGICAL AND MENTAL AGES OF THE FOURTH GRADE

Name	September	Intelligence	Kindergarten	
	Chronological Age		or First Grade *	
		Quotients	C. A.	M. A.
# Gay	8-11	137	K 5-8	7.9
Sara	9-0	125	K 5-9	7.2
# Wayne	9-0	122	K 5-8	6.11
Leo	9-1	111	1 6-1	6.9
Rae	9-1	131	Tr3 8-8	11.4 (Binet)
Joe	9-2	135	1 6-2	8.4
# Nona	9-2	104	Tr3 8-8	9.0 (Binet)
# Berna	9-2	115	K 5-11	6.10
Jeff	9-2	142	Tr2 8-8	12.4 (Binet)
# Vicky	9-3	...	Tr4 ...	...
Mike	9-3	130	Tr3 8-9	11.4 (Binet)
Molly	9-3	...	Tr2 ...	...
Mary	9-4	...	Tr1 ...	...
Ted	9-5	...	Tr4 ...	...
Jan	9-5	134	K 6-1	8.2
Lois	9-5	124	K 6-2	7.8
# Denny	9-5	...	Tr ...	...
Don	9-8	125	K 6-4	7.11
Jean	9-8	103	Tr3 7-5	7.8 (Binet)
# Dan	9-8	120	Tr2 9-2	11.0 (Binet)
Jill	9-8	106	K 6-5	6.10
Cathy	9-8	132	K 6-5	8.6
Fred	9-9	138	K 6-5	8.10
# Paula	9-9	...	Tr4 ...	...
Rilla	9-9	123	K 6-6	8.0
# Rudy	9-11	101	Tr2 5-11	6.0
Celia	10-0	116	1 6-9	7.10
Rhoda	10-2	...	Tr4 ...	...
# Mae	10-2	90	K 6-5	5.9
# Hugh	10-3	100	1 6-10	6.10 (Binet)
# Roger	10-4	91	Tr3 8-3	7.6 (Calif.)

Range	8-11 to 10-4	90-142	(Different dates of testing and different ages make calculations invalid)
Median	9-4.5	122	
Mean	9-5.45	118.82	

Letters refer to year test was given: K for kindergarten, F for First grade, and Tr1 for Transferred in First grade, etc. Intelligence quotients were determined from tests recorded above.

Table III

CALIFORNIA TEST OF MENTAL MATURITY—JANUARY 10, 1952

Name	C. A.	M. A.	Intelligence Quotients		
			Total	Lang.	Non-Lang.
* Eddie	9-2	14.9	161	163	158
Fred	10-4	15.1	146	144	150
# Gay	9-6	12.7	132	119	154
Cathy	10-3	12.10	125	123	128
Mike	9-9	12.2	125	126	119
Celia	10-6	12.11	123	116	134
Rae	9-8	11.11	123	125	120
Rilla	10-4	12.9	123	121	118
# Vicky	9-8	11.8	121	123	116
# Denny	10-0	12.1	121	122	118
# Dan	10-2	12.3	120	112	135
Joe	9-8	11.5	118	113	126
Sara	9-6	11.1	117	111	126
Jeff	9-8	11.1	115	111	109
Molly	9-10	11.3	114	105	134
Don	10-3	11.8	114	112	115
# Berna	9-8	10.11	113	117	104
# Mary	9-10	10.9	109	109	109
Lois	9-11	10.9	108	110	104
Jan	9-11	10.6	106	101	115
# Wayne	9-7	9.6	99	83	117
Leo	9-8	9.6	98	93	105
Jean	10-2	9.9	96	90	103
Jill	10-2	9.7	94	106	82
Ted	9-11	9.4	94	101	87
# Rudy	10-5	9.3	89	82	103
# Hugh	10-9	9.7	89	98	80
# Mae	9-11	8.9	88	91	87
Roger	...	...	...	...	...
Paula	Transferred				
Nona	Transferred				

Table IV
HEIGHT AND WEIGHT OF THE FOURTH GRADE

GIRLS	HEIGHT	WEIGHT	BOYS	HEIGHT	WEIGHT
Paula	58	74	Fred	58	88
Lois	58	78	Roger	58	76
Cathy	57	80	Hugh	57	88
Jean	56	79	Rudy	56½	78
Mary	56	99	Dan	56	76
Rhoda	55	70	Eddie	55½	95
Jan	55	70	Wayne	55	80
Mae	54½	78	Denny	55	67
Berna	54	72	Don	54	67
Rilla	53	65	Jeff	52	78
Celia	53	56	Mike	51½	65
Rae	53	63	Ted	51	65
Sara	52	74	Leo	50	63
Molly	52	61	Joe	50	59
Gay	51½	59			
Jill	51½	57			
Nona	51	62			
Vicky	51	58			

4. Height and Weight

September heights and weights of the class membership were tabulated since it was felt such information added to the general view of the group and since the problems of three children, Mae, Mary and Eddie*, might be inter-related with extremes in height or weight. Table IV, HEIGHT AND WEIGHT OF THE FOURTH GRADE, lists the heights and weights of the class membership.

5. Teacher Study and Analysis

The teacher used an identification-type sheet¹ on which she recorded the names of individuals whose behavior seemed to fit the special categories listed. Table V is a summary form of the identification sheet. Items have been condensed to better fit the needs of this study. The positive type categories which included the majority of the class group have not been included in this table.

* Eddie joined the group in November.

1. Modification of Cunningham's Identification Sheet.
Cunningham, op. cit., pp. 416-17.

Table V

GROUP ANALYSIS BY TEACHER -- SEPTEMBER

TYPE OF BEHAVIOR	NAMES OF PUPILS		
Overt behavior—unable to conform—attention seeking—disruptive behavior	#Vicky Leo #Nona	#Wayne #Denny Jan	#Dan #Gay #Hugh Rhoda
Withdrawn behavior—shy—timid—self-conscious—unable to contribute	#Paula #Mae Lois	Ted Sara Jeff	#Berna Don #Roger
Rejection by group—not accepted in group activities—hostility shown them	#Nona #Paula #Roger	#Gay Rhoda #Wayne Mary	#Mae #Hugh #Denny Joe
Disinterest in group activities—avoids participation—impervious to group stimulation	#Gay #Vicky #Mae	Leo Fred Joe	#Roger #Rudy
Constant need for adult attention or approval—overdependent upon adults	Mary Cathy Molly	#Nona #Wayne #Denny	Molly Sara #Hugh

Further study was made by the teacher when she carefully examined the cumulative records for the children in the fourth grade group. How these children had reacted to, and had been perceived by, other teachers seemed worthy of notice. The teacher was aware of the unreliability of such subjective reports but in spite of this drawback, it seemed desirable to study the comments made by other teachers concerning these children. It was felt that the relationship of these children to other teachers, and the latter's resulting opinions of them, might give some indication of the consistency of their problems, and in some degree, their extensiveness. When a child's problem was apparent as early as kindergarten or first grade, it was evident that it was of long duration. Likewise, a problem observed by every teacher and of sufficient proportion to be commented upon many times in reports might be considered relatively intense.

All comments pertaining to behavior or personality traits were assembled from the children's cumulative reports and grouped under two headings, positive comments and negative comments. Remarks which were to a considerable degree synonymous were recorded under one caption. One purpose of this grouping was to determine to what extent the comments had been descriptive of a well organized group membership with individual members in general conforming to group standards or norms. A second purpose was to know to what extent the group lacked solidarity and was characterized by many individuals who deviated from group norms so much that little cohesion was present.

Tables VI and VII show the total favorable and unfavorable comments for the fourth grade class.

Table VI
TOTAL FAVORABLE AND UNFAVORABLE COMMENTS
POSITIVE COMMENTS

Comment	Number Times Used
Well liked by children and adults	
Well accepted in group.	21
Participates actively in group activities	
Works well in group	
Is making good adjustment to group	20
Leadership qualities—an organizer	14
Cooperates.	13
Happy; well adjusted; sweet	8
Beginning to participate in group activities	7
Accepts authority well.	4
Growth in ability to play with children	2
Plays freely with other children	<u>1</u>
Total positive comments	90

Table VII

TOTAL FAVORABLE AND UNFAVORABLE COMMENTS
NEGATIVE COMMENTS

Comment	Number Times Used
Shy, insecure, withdrawn, oversubmissive	69
Nervous symptoms	40
Does not apply himself	26
Attention seeking, need for recognition and approval	21
Needs close supervision	18
Over-aggressive, over-assertive	13
Easily distracted	12
Prefers to work alone	11
Inclined to play with one or two	10
Needs contact with children own age	10
Immature in social development	6
Inclined to dominate children or group	5
Resists authority.	4
Not cooperative, troublemaker	4
Not well accepted by group	4
Doesn't care for other children	4
Easily hurt, sensitive	3
Does not seek worthwhile things to do	3
Complacent	3
Inconsiderate of others in group	<u>2</u>

The large majority of negative or unfavorable comments suggested lack of group cohesiveness and pointed toward a number of individuals with problems. Further analysis was made to determine which individuals received the negative comments, and if the unfavorable comments grouped around a few individuals. Table VIII lists the individuals who received the majority of unfavorable comments and also indicates the number of favorable comments earned by the same group.

Table VIII showed that of the 90 favorable comments, 30 were earned by the special group under study. This meant that thirty-nine per cent of the children earned only thirty-three per cent of the favorable comments. In contrast to this, the same thirty-nine per cent of the children had earned sixty per cent of the unfavorable comments, or 162 of the 268 unfavorable comments recorded. This table can give only a general trend, however, since many children entered in various years and had fewer reports. There were no reports available for 4 children.

Table VIII

GROUP MEMBERS RESPONSIBLE FOR FAVORABLE
AND UNFAVORABLE COMMENTS
TOTAL*

Favorable		No. reports		Unfavorable	
Name	Number		available	Name	Number
Jan	13		12	#Gay	38
#Berna	6		12	#Denny	33
#Hugh	6		12	#Wayne	22
Sara	6		12	#Berna	18
Molly	5		9	Jan	17
Cathy	5		12	Fred	16
#Gay	4		12	#Hugh	15
#Rudy	4	Tr2	9	Sara	15
Jill	4	E	9	Mary	12
Jean	3	Tr3	3	#Mae	12
Celia	3	E 1	9	Don	9
#Denny	3		12	Cathy	9
Jeff	3	Tr2	6	#Vicky	8
Rae	3	Tr3	3	#Rudy	6
Lois	3		12	Lois	6
Fred	3		12	Leo	6
Mary	3	E 1	9	#Nona	5
#Roger	2	Tr3	2	Joe	5
Rilla	2		12	#Dan	4
Don	2		12	Molly	4
#Dan	2	Tr2	6	Jill	3
#Mae	2		12	#Roger	1
Leo	1	E 1	9	Rilla	1
Mike	1	Tr3	1	Jean	1
#Nona	1	Tr3	3	Rae	1
#Vicky	0	Tr4	0	Celia	0
#Wayne	0		12	Ted	0
#Paula	0	Tr4	0	Rhoda	0
Ted	0	Tr4	0	#Paula	0
Rhoda	0	Tr4	0	Jeff	0
Joe	0	Tr2	4	Mike	0

Total	90	Tr Transfer	268
		E Entered	
Special Group	30		162

*Comments assembled from teachers' reports in cumulative records.

A further breakdown of the positive and negative comments was made in order to determine which children were responsible for various types of comments. Table IX lists those children responsible for positive comments and Table X gives this information concerning the negative comments. Two positive comments which were predominantly given to children in the special group were "beginning to participate in group activities" and "plays freely with other children." Negative comments earned by pupils in the special group were "shy, insecure, withdrawn, over-submissive," "does not apply himself," "needs close supervision," "easily distracted," "prefers to work alone," "needs contact with children own age," "immature in social development," "not well accepted by group," and "doesn't care for other children."

This fourth grade group, at the beginning of the year, seemed to have a number of individuals who were having problems and who would present problems to the teacher. It was decided to select twelve of these boys and girls for special study and assistance. On Table I of the total class membership these children were denoted by a special symbol (#) and will be so designated on all tables throughout this study.

Table IX
GROUP MEMBERS RECEIVING FAVORABLE COMMENTS

Comments in brief form	Total Times Made	Children Receiving Comments with number listed for each			
				1 each	
Well liked by children and adults--by peers	21	Jan	3	#Berna	Leo
		Jean	2	#Hugh	Jeff
		Celia	2	Rachel	Lois
		#Gay	2	Rilla	Sara
		#Denny	2	#Roger	Molly
Participates actively in group activities--works well in group	20	Jan	4	1 each	
		#Rudy	3	Jean	Jeff
		Cathy	2	Molly	Mary
		Sara	2	Lois	#Denny
		Fred	2	Rae	
Leadership qualities-- an organizer	14	Jan	4	1 each	
		Jill	4	Don	#Dan
		#Hugh	1	Lois	Mary
				Cathy	
Cooperates	13			1 each	
		Molly		Don	#Hugh
		Fred		#Mae	#Gay
		Sara		#Rudy	Cathy
		Rilla		#Berna	Celia
		Rae			
Happy--well adjusted	8	Molly	2	1 each	
		#Hugh	2	Jeff	Jan
				Sara	#Berna
Beginning to participate in group activities	7	#Berna	2	1 each	
				#Roger	#Gay
				Mary	#Mae
				Mike	
Accepts authority	4			1 each	
		#Hugh		#Berna	Jan
		Cathy			
Growth in ability to play with other children	2	#Dan	1		Sara 1

Table X
GROUP MEMBERS RECEIVING UNFAVORABLE COMMENTS

Comments in brief form	Total Times Made	Children Receiving comments with number listed for each					
Shy, insecure, withdrawn, over-submissive	69	#Berna	15	Fred	4	#Jan	1
		#Gay	8	#Denny	3	#Roger	1
		#Mae	8	Cathy	3	#Dan	1
		#Wayne	6	#Vicky	3	Don	1
		Sara	6	Lois	2	Celia	1
				#Hugh	2	Molly	1
Nervous symptoms, tenseness	40	#Denny	10	Don	2	Sara	1
		#Gay	7	#Wayne	2	Rae	1
		Fred	6	Cathy	2	Mary	1
		Jan	5	#Nona	2	Dan	1
Does not apply himself	26	#Denny	6	#Nona	3	Fred	2
		#Gay	5	#Hugh	2	#Vicky	1
		Sara	4	#Mae	2	#Dan	1
Attention seeking, need for recognition, approval	21	Mary	5	1 each			
		#Denny	4	#Hugh		#Rudy	
		Molly	2	Fred		#Gay	
		Jan	2	#Wayne		Sara	
				Cathy		Joe	
Needs close supervision	18	#Wayne	5	Sara	2	#Berna	1
		#Gay	4	Fred	1	Jan	1
		#Denny	2	Leo	1	#Hugh	1
Over-aggressive	13	Mary	5	Jill	1	#Dan	1
Over-assertive		Jan	2	Lois	1		
		Cathy	2	Rilla	1		

Table X
(Continued)

Comments	Total Number	Children Receiving Comments				
Easily distracted	12	1 each				
		#Wayne	3	Jan	#Hugh	
		#Denny	2	#Gay	Jill	
		#Rudy	1	#Mae	Mary	
Prefers to work alone	10	#Gay	5	#Don	#Berna	
		#Denny	2	#Mae	Cathy	
Inclined to play with one or two only	10	Lois	3	1 each		
		Jan	2	#Hugh	#Denny	
		Fred	1	#Vicky	#Rudy	
Needs contact with children own age	10			1 each		
		Don		#Hugh	#Vicky	
		Leo		#Rudy	#Berna	
		#Gay		Sara	#Denny	
					Molly	
Immaturity in social development	6	#Wayne	4	#Denny	1	#Gay 1
Inclined to dominate children	5	Jan	2	Don	Joe	Jill
Resistant to Authority	4	Don	Fred	#Hugh	Leo	
Not cooperative, troublemaker	4	#Leo	#Hugh	#Denny	#Vicky	
Not well accepted	4	#Don	2	#Hugh	1	#Vicky 1
Doesn't care for other children	4	#Gay	4			
Easily hurt, sensitive	3	#Gay	1	Jan	1	#Rudy 1
Does not seek worthwhile things to do	3	Leo	2	#Hugh	1	
Complacent	3	#Hugh	1	Jean	1	#Rudy 1
Inconsiderate of others	2	#Hugh	1	#Wayne	1	

The teacher, during the first few weeks of school, made the following observations about the twelve children in the classroom group who seemed most in need of planned assistance.

Wayne was a fairly tall, slender boy who had just had his ninth birthday. Wayne seemed extremely insecure. He seldom talked, he never participated in group discussions. He seemed completely disinterested in any class work. The quality of his work was very poor, he seldom completed a paper. He lacked concentration and it seemed his entire energy output was spent on attention-getting devices. Wayne and Denny made a pair that was difficult to deal with. Throughout the day at frequent intervals, they made grimaces at each other and giggled and giggled. Their next move was to make "eyes" at a new girl, Vicky, who enjoyed the attention from these boys. Much note writing was done by this trio. The messages consisted of a picture of a girl with big eyes and long lashes with a caption such as "I love you," or "Do you love me?" Wayne's Detroit Beginning First Grade Test of Intelligence indicated he had above average ability but he was functioning well below the average of the group.

Denny, about nine and a half years old, was a frail looking youngster though he had seldom missed any school because of illness. He preferred quiet activities and did not enter active play. He liked to work alone. Denny was fearful of getting hurt. His interest included electricity, construction, and space ships. He did his

written work with careful precision but was inattentive during sharing and discussion times. His great need for attention resulted in his teaming up with Wayne. The grimacing and giggling had been going on for several years, according to the records, so that every time either boy looked at the other the two would begin making faces and giggling. At the beginning of the year, this brought giggles or laughter from one or more members of the group. Others expressed disgust with such actions. Denny seemed very fearful, timid and insecure. He frequently turned pale, perspired about his mouth, forehead, and hands. He felt nauseated following minor incidents. He relied on others for directions and hesitated to try anything new. Denny, although an intelligent boy, was sufficiently lacking in security and independence to function as a well-rounded member of the group. He had unusual talent in art and though he belittled his work, he was fond of the praise extended him for his creative productions.

Vicky entered fourth grade from another school and no past history was available for her. It was impossible to know how much of her difficulty stemmed from emotional problems of long standing and how much might be accounted for by an effort to make adjustment to a new group. Vicky was a small, round-faced, curly haired girl with pretty eyes and long lashes which she used to advantage. She played up to Wayne and Denny, who seemed eager to gain additional attention in this way.

Vicky, nine years and two months old, felt she had a flair for art, remarking that she "was going to be an artist" and spent any time left over from "making eyes" at the boys, in drawing girls. Her pictures were all similar. They were of rather mature looking girls with fancy long dresses, very evident busts, unusual coiffures, prominent shaped hips and large eyes with very long lashes. Never did Vicky join in the work at hand and her paper was never to be found when it was time to check it or turn it in. Her work was either incomplete or unattempted. She required constant supervision to accomplish anything. She must have been a very sensitive, afraid child but she passed it off with a don't-care, disdainful attitude which did not bring her much sympathy or friendliness from the group. Her one interest other than her drawing of figures, seemed to be reading. She read rapidly and fluently and her comprehension was accurate when she gave it her attention. Her reading made the teacher feel she had high ability which she was unable to use because of emotional problems which hinted at being of long duration.

Gay, the youngest in the group, was a short, slight child who found it difficult to sit still. She sat on one leg, rested on both knees with her feet stuck out behind through the open space in the chair back. The next minute would find her with elbows propped on her table, one foot over the back of the chair and the other one on the chair seat. When Gay wasn't changing her position, she was reading. She paid little attention to the activities of the class, as

though she were holding herself aloof from the group.

She seemed hostile toward many girls in the group and paid little attention to the boys, except Lee, who always stood up for her.

Girls avoided her and openly spoke contemptuously of her.

Gay's ability, according to the Detroit Beginning First Grade Intelligence test, was very superior, but her performance, except in reading, was barely average, and sometimes poorer than average.

Dan, three months older than the group median of nine years, five months, was spasmodic in effort and attention. He showed ability to do good thinking and problem solving when interested. He seemed very self-conscious and drew attention to himself by clowning actions and saying things in a funny way and then stopping and looking to see what effect it had had on the group. He seemed eager to do well in his work, yet was unsure of himself. He frequently asked for reassurance as to his method of attack or progress. He had a defeatist attitude toward his arithmetic and often did not try to complete his paper, or would lose it.

He was an alert boy, active and aggressive on the playground but one who always had to win or alibi the loss. His dissatisfaction was apparent whenever he was on a losing side and he openly expressed his feeling that he wanted always to win.

Dan had been disappointed when it was necessary for his family to move from their former location. His adjustment to the new school when he entered in second grade, was a difficult one. He

seemed a capable, likable boy who needed help.

Berna, who was nine years and two months old, was a tall, slender, fair-haired youngster with large blue eyes. She was extremely quiet and seldom said a word throughout the day either to the group or to anyone sitting near her. She never participated in group discussion but was eager to help with any room duty. She seemed frightened; afraid of her peers and of adults. She was afraid to try anything she might not be sure of. Berna read orally with such rapidity that one word could not be distinguished from another. She was very conscientious about all her work and did well in any written responses. She seemed to be alone and did not mix well with others in the group. She was a very likable child but with strong withdrawal tendencies. She was scrupulously clean and neat about her person and her work.

Rudy was a good-sized boy, rather tall and slender when compared to the group but when it was learned that he was one of the older children in the group, his height did not seem at all extreme. Rudy had had a year of Junior Primary, since he had entered school at five years with a September birthday, and seemed immature and unready for first grade work. He transferred to the College Elementary School in his second grade year. Rudy showed no initiative or spontaneity. He openly objected to attending school, saying he "hated it," that "my brother can't read and I can't either." He seemed popular with several boys and the teacher felt he could easily

possibly make a satisfactory adjustment to the group if he could find a real interest and counteract his attitude of defeat with a few successes which might give him confidence, reassurance and some belief in his personal worth.

There seemed to be no overt dislike for the teacher so some hope was held for helping this youngster. Rudy was frequently the instigator of some little disturbance in the room and passed everything off with a shrug of the shoulders. He was a boy of few words. The teacher, in these first weeks, was unable to identify any point of interest which might stimulate him or bring recognition to him. He spent much time in drawing pictures on tablet paper, most of which were of fighter planes and rocket ships.

Mae, aged ten years and two months, was extremely quiet and retiring. She said nothing aloud. When any attention was given her, she flushed noticeably and seemed very embarrassed. She was almost overly conforming to classroom regulations. She gave the impression of being sluggish in response and slow to comprehend. Her test record indicated low average ability. She worked with the lower fifth of the class in all areas.

In games, she seemed very awkward. It should be noted here, that she was one of the heaviest girls and was of the short, roly-poly type.

Mae seldom initiated any contacts with other children. A few times she was on the fringe of a group of children talking together before school. She preferred to sit on the steps and watch games and seldom voluntarily joined a group at play. More often she entered some form of parallel play. The children seemed to accept her non-participation and seemed to hold no ill feelings toward her. They neither avoided her nor welcomed her into their activities. Mae's greatest need seemed to be in the area of personal development. She needed to build self-confidence and more self-assurance.

Hugh, the largest boy in the group, had good physical development and splendid muscular coordination. He was next to the oldest child in the group and had just repeated the third grade. Although two Binet tests, one administered by a trained tester and the other by a student tester, indicated his ability to be average, he was reading on a low first grade level. He was eager to participate in class discussions. His contributions nearly always included some illustration from his family history and sometimes was so lengthy as to be tiresome to the group. He was very apt to break into some one else's conversation and tended to monopolize discussions. At the beginning of the year the pupils were openly derisive of his contributions and seemed to be hostile toward him.

Hugh wanted to please, wanted acceptance and tried hard to gain friends. One of these early days he said to the teacher, "I'm sure glad you like me. Last year the teacher never liked me hardly a-tall.

I never did learn nothing either. I sure can't read much. I sure do like school this year."

This certainly sounded like a boy in need of help. He had a good attitude toward school and toward his own problem. He was fairly successful in arithmetic, and was willing to contribute, and was especially good in games. He had some tangible points upon which to capitalize in helping him.

Paula was an extremely shy, timid girl. She was one of the taller girls in the class and was nine years and nine months old. She had just entered this school and had attended many different ones in her three years in school. Paula never contributed voluntarily and when urged to do so she seemed very self-conscious, looked embarrassed and usually just gave a negative shake of her head. On the whole, her work was good. She needed some help in arithmetic but was good in reading. Her lack of contributions seemed to be her weakest point.

Paula was a very neat, clean, pleasant girl who should be desirable as a friend, if she could become less withdrawing. During playtime, Paula wished to stay in the room but when urged to go out, she sat on the steps or on a piece of playground equipment and did not participate in any play. She appeared to be very much alone, very insecure and forlorn. Here was a girl who gave definite indication of need.

Nona had entered the College Elementary School during the third grade year and it appeared from the records that she had made a very poor adjustment to the group. Nona was one of the younger pupils in the group and was smaller than most of the girls. She seemed very immature in both actions and thinking. She had little interest in the group activities or studies. Nona visited a great deal with her neighbors and spent much time drawing pictures or making paper dolls. She tried to gain attention to herself in many ways. She did annoying or disturbing things such as repeatedly dropping her pencil or book. She aggressively entered a group of friends and tried to join in their activity but nearly always was ostracised from the circle. She smiled and simpered; she acted nonchalant and disdainful; she stormed and stomped; she pouted and wept; but all were vain attempts to find acceptance. Her work was in the lowest fifth of the group and she seldom made contributions to discussions. Instead, she seemed either to dream or play with something at her table.

Roger had entered this group during the third grade year. He was the oldest boy in the class and had repeated the first grade. He was tall and slender. His serious speech disorder was at first not noticeable as he did not speak unless it seemed imperative. Two boys helped him out and could usually interpret for him when necessary. The records that came from his previous school indicated average ability, but Roger was unable to function near this level of ability.

He was almost a non-reader. His number concepts were confined to adding together numbers in the lower decade by use of sticks or beans and counting objects to nine. His language development was handicapped by his speech disorder. In addition to these inadequacies, one symptom of a serious emotional problem was present in his enuresis. This also made it difficult for him to find hearty acceptance in the group, as he frequently was unpleasantly odorous. Roger was a quiet boy who had accepted his role of non-participator. He seemed very much in need of help.

A detailed description and analysis of the fourth grade at the beginning of the year has been given. The next section will explain the small group technic and relate the various things done by the small group members.

C. THE SMALL GROUP TECHNIC: WHAT THE GROUPS DID

In a democracy, as has been stated previously in this thesis, citizen members participate and make their attitudes, opinions, desires and actions felt through various small groups, such as the service club, the church, the P. T. A. or the committee. In a democratic classroom the same process is at work.

In this study, the large group was comprised of the class membership of the fourth grade. The committee was a small group with some permanency which fostered better group relations and allowed time for group norms to be established which could affect the behavior of members within the group. The buzz group of two or more pupils served a two-fold purpose of encouraging full participation by every member and having available a ready instrument for quick discussion of problems.

The groups in the experiment described in section B, Chapter III of this thesis with the types of activities done by these small groups were as follows:

1. The Class Group of Thirty-One Children

- a. Set up and defined the problems
- b. Discussed general aspects of a problem
- c. Listened to an evaluated reports from small groups
- d. Listened to reports from buzz groups
- e. Summarized reports from all small groups and buzz groups
- f. Planned further action needed by the group

2. The Small Group or Committee of Six or Seven Members.

- a. Served as a special research committee
- b. Were assigned regular committee duties
 - (1) Sale of lunch tickets
 - (2) Room care
 - (3) Social studies and film previews
 - (4) Library (care of books and book shelves)
 - (5) Bulletin board and display

The most important function of the small groups was the performance of their regular duty assignments.

The committee work was rotated so that every two weeks at the beginning of the term, and later, every week,¹ each committee had a change in duties. The philosophy back of this committee work arrangement was similar to the idea in the ever popular camping song, "The More We Work Together" which ends with "The more we work together the happier we'll be." It was felt that the more children joined together in the same small groups for some type of purposeful work, the better they would come to know each other. New friendships could be formed and old ones made stronger. Children might become aware of group norms and gain a feeling of group belongingness. All of these were needed by certain members of the group and all were prominent objectives of the group work scheme.

-
1. After a trial period it was found that the two-week period of duty worked a hardship upon those who came at 8:30 to sell lunch tickets and upon those who gave up much of their noon hour to clean the lunch room tables. It was decided that the one-week period would be more satisfactory.

The same six committees participated as small groups in many other activities. Some of these included:

Planning Activities:

1. Planned a course of action:

- a. for social studies and science study
- b. for the Halloween party
- c. for the Red Cross overseas boxes
- d. for a Thanksgiving luncheon for parents and friends
- e. for entertainment for mothers and guests after the Thanksgiving luncheon
- f. for a school assembly
- g. for setting up a food experiment using white rats
- h. for a demonstration of the rat experiment at the Washington Dairymen's Association meeting
- i. for selling lunchroom tickets
- j. for decorating the lunchroom tables
- k. for room participation in the Festival of Nations, an all-school and P. T. A. project
- l. for the Valentine's party
- m. for culminating or summarizing social studies and science units
- n. for study of a unit of work
- o. for a spring play-day
- p. for a simple end-of-year picnic in city park
- q. for participation on P. T. A. panel on "Money in your Jeans."

2. Problem-Solving Activities:

The following problems were attacked by the groups and some action taken on each:

- a. How can we check and balance the lunchroom ticket stand?
- b. How can we help children to better enjoy the lunchroom foods?
- c. What made our pumpkins spoil so soon?
- d. How can our room make money at the Festival of Nations?
- e. How can we be of service to our community?
- f. What can we do for the Junior Red Cross?

The main features of the small group technic might be summarized as follows: The small group or committee was stable in membership for a period of three months. Each committee had a definite work assignment for which its members were responsible for one week. The committees also functioned as discussion groups to plan or suggest solutions to a problem facing the large classroom group. In these cases, the committee plans or suggestions for problem solutions were shared with the entire group, after which the plans or suggestions from the six committees were reconsidered. A final plan or solution was then made by the entire group if consensus of opinion seemed near. If further discussion was needed, the alternate plans or suggestions were taken back to the small group for further discussion, for further fact finding, or for revised solutions to problems.

This type of committee work might be illustrated by the following excerpt from the notes of a student observer, recorded on May 5, 1952:

"I watched Mike's committee at work. Mike told them what they were to decide. First, they discussed who was going to work in the store for the coming week. Second, they discussed themes that they could use for lunch room table decorations. These were as follows:

Armed Forces Day: miniature men with guns, tanks, cannons and flags, battle ships, airplanes, forts.

"This committee didn't even consider any of the other themes that were suggested by other committees. They seemed to go all out for Army Day."

When all committees had reported, the following suggestions were up for consideration by the classroom group:

Eddie's committee: Armed Forces Day, Summer Activities,
 Gardening

Cathy's committee: Flowers, Hospital Day

Jeff's committee: Armed Forces Day, Florence Nightingale,
Summer Activities

Jean's committee: Games and Activities

Jan's committee: Gardening, Sports, Swimming Pool

Mike's committee: Armed Forces Day

After reconsideration, the group decided that several suggestions would be very difficult to carry out in decorating the tables. Three of the six groups were emphatically in favor of the Armed Forces Day theme. The other committees could see this as an interesting possibility, especially since the flags and soldiers were available in the classroom collection of decorative materials. Several children volunteered to bring the needed guns, planes, tanks, etc. Soon all committees had reported willingness and eagerness to use the Armed Forces Day theme for lunchroom table decorations.

A third function of the small group was that of a study group. Each committee chose a topic for study such as "Transportation in the Scandinavian Countries" or "Customs of Scandinavian Peoples." They worked as a team to do research, to gather information, and to prepare materials to share with the large classroom group at an appointed time. A few individuals preferred to work alone and were allowed to do so. This broadened the field of study and provided for individual interest but did not at any time lessen the interest of the small group members, nor in any way reduce their effectiveness.

Small-group planning in late February, 1952, resulted in the following outline of study for the unit on Scandinavian Countries. Each committee was to prepare its materials in such a way that it would also be suitable for display at the Festival of Nations in early April.

Eddie's committee:	history of Scandinavia
Cathy's committee:	home life in Scandinavia
Jeff's committee:	transportation
Jean's committee:	how the people earn a living
Jan's committee:	language and dress of Scandinavian people

Individuals who preferred to work alone on a chosen project:

Eddie:	Scandinavian architecture
Gay:	Customs of Scandinavian people
Jan:	Cities
Rilla:	Government

The children worked independently and in committees for several weeks securing information and preparing charts, graphs, maps and pictures. They collected items from parents and friends to prepare an exhibit of Scandinavian copperware, handwork, weaving, spinning wheels, silver and miscellaneous items. The girls with the help of a parent and a student teacher, dressed their own dolls in authentic Scandinavian costumes. These added to the interest of the exhibits.

The organization of each small group consisted of a leader and a reporter. The leader acted as chairman of the group. It was his duty to encourage all group members to participate. He must avoid having any one member monopolize the discussion or otherwise dominate any group member. The reporter's responsibility was that of taking

notes on the discussion and reporting in summary form to the large group.

The work of the small groups was discussed at several times during the year. In late March the groups had progressed to the place of evaluating their work and setting up standards. The pupils recognized both the responsibility of the committee member to the group and to the leader, and the qualities of a good leader and his responsibility to his group. Their conclusions were as follows:

A good committee:

1. gets down to work quickly
2. plans, thinks it out, use their heads
3. all work together (don't think of yourself but think of the group)
 - a. everyone should have a turn
 - b. don't talk all the time
 - c. keep on the subject
 - d. use good judgment
 - e. think of others
 - f. don't all talk at once

A good leader:

1. states the problem for the group
2. asks for ideas
3. controls the discussion--tries to give everyone a turn--keeps anyone from talking all the time
4. summarizes
5. during the discussion, the leader finds the idea everyone agrees upon (consensus of opinion)

A student observer, in February, 1952, wrote the following comments about Paula's committee: "The chairman asked each committee member for suggestions. They wrote these down. Then they talked about

them and chose the one they thought was best to be presented to the class. I noticed that there was not only self-discipline but group discipline in the committee."

In March and April, 1952, recordings were taken of several groups in action. The groups were at various stages in the process of planning and making a scrapbook for the Junior Red Cross to be sent to children in Korea, to a children's home, or to an Army hospital.

The recordings were written so the committees could re-enact them for the entire group. The purpose was to evaluate the effectiveness of the small groups.

Joe's committee recording was evaluated as follows:

1. The leader told too many of his own ideas.
2. The leader didn't think the others' ideas were as good as his.
3. The leader stated the problem.
4. Too many didn't give suggestions.
5. Some bothered the group.
6. The leader tried to get everyone to give suggestions.

Part of the recording from his committee is as follows:

Joe: Now, you all know the question. It's how are we going to organize the scrapbook?

Rilla: I think we should put first the regular things that we want to put in like put our cartoons in first--most of them. All of the cartoons because I think we have most of them in near the back. If we have some pictures well maybe we could look for some and put the pictures near the back.

Joe: Well, some of you said that you might have jokes in.
Well, I think jokes are the same thing as cartoons.

Wayne: Same here.

Jeff: We could get jokes already wrote down.

Joe: Yeh, this is what I mean, these---

Rilla: Well, you could either call these jokes or cartoons.
I think we should put all cartoons or all jokes and
cartoons in the front and then--and then--put the
pictures in the back like scenes of our country and
things like that.

Joe: Well, Wayne, what do you have to suggest?

Wayne: Well---

Joe: Well,---

Jeff: I think the same thing that Joe thinks.

Jean: I think that we could put the real, real funny ones on
one page and the other different kinds on another,
and maybe the ones that have writing underneath them we
could put on one page and the ones that don't on
another page so they don't have to read some and just
look at the others.

Joe: Yeh, but some of those are advertisements and I don't
think we should have those in our books.

Jean: Well, here's one that isn't advertising and it's funny.

Joe: Yeh, but there was one here. You showed me. Here,
this is the advertisement.

Jean: Yeh, but---

Jeff: Yeh, that's advertising. Elsie Cow Milk. (all laugh)

Rilla: Yes, but on this you--we could put this---

Jean: Put the funniest ones first and then the next ones.

Rilla: Yeh.

Jeff:

Wayne: (All talking at once) Like this——

Joe:

Rilla: I'll show you a real funny one, "with a wife and three daughters I got into the habit of shaving this way." (all laugh)

Wayne: Let's see. I can't——

Jean: Well, we could put like this kind about little kids and——

Jeff: Well, we could—and then others that were about grown-ups and then something like on the stage and things like that and other ones about shaving and lipstick and stuff like that.

Joe: Now wait a minute.

Rilla: Let's talk one at a time.

Joe: Just a minute.

Jeff: I think, I think, Jean's idea was a good idea but I don't think we should put the babies first and then grown up last.

Jean: (interrupting) and then put the ones without writing next, the very last.

Rilla: That's a real good idea you have there. Yeh, that'd be good, I think.

Jeff: I know it is.

* * *

This report of Berna's group illustrates the functioning of a relatively weak leader, a person who had been extremely shy early in the year, but by April was taking a more active and forceful part in the group. Rudy and Leo were oftentimes negative and tended

to use methods of attracting attention to themselves. Fred seemed to need to be always one ahead of Rudy and Leo as indicated in the conversation about Red Cross donations. No one in the class had donated more than twenty-five cents. The following bits of conversation are typical samples from this group.

SUBJECT: Junior Red Cross Work

- Problem: 1. Where and for whom shall we send something?
2. What shall we make, collect, or send?

GROUP DISCUSSION:

Rae: If they were in a hospital and they had something very badly broken they could still have it to play with—hand puppets would be best.

Cathy: The puppets bring great joy to the kids; I mean they can act them out and maybe they could make...maybe we could make a little cardboard box theatre to go with the puppets and they could make a puppet perform.

Berna: I think that would be a good idea. What's another one?

Cathy: Or else the Bummy Pop-ups. The Bunny pop-ups. I think uh—those would be cute when the Bunny pops right out of the cardboard (laughs)

Berna: Rudy?

Rudy: Yeh, but when the Bummy pops out of the cardboard they might scare 'em half to death.

Cathy: Well, well, they wouldn't. They'd probably laugh.

Rudy: Yeh, how we going to get the money, anyway? How we going to send it over to Korea?

Leo: They'd probably jump back soon as it opened.

Cathy: We'd send them to a hospital, not to Korea.

Leo: Oh—

Rudy: Oh—

Leo: They'd probably jump back soon as they opened the thing.

Fred: Hey, who thought of that?

Cathy: Uh—we could use our own paper for it.

Leo: Hey, but how would you make them?

Rae: How do you make the paper?

Cathy: Here. I have a picture of it.

Fred: Let's see.

Cathy: See and you can write—you write—

Fred: Ah, ah,---

Cathy: You write a verse in back of the Bunny.

Fred: Oh, I see how you do it. You put a rubber band right there. That's how you do it. Oh.

Berna: (as Leo plays with the microphone) Stop that—stop that. Leo, if you move that once more I'm going right to Miss White. Ummm—what's another idea?

Rae: Well, I think making books or stories or poems, all that. I think those would be---

Cathy: I think that would be interesting for them to read uh—them. I know that they—and—and I think that the papers—sending papers and magazines to them.

Rudy: Comic books would be interesting to them. Yeh.

Rae: And comic books—especially. They like to sit and look at the pages and pictures if they couldn't read the writing. They'd be reading the pictures—looking at the pictures and they could tell what the story was about that way just as well as the other.

Cathy: Well, I think this is—I think that uh—this is a good idea—uh for sending these things, to these children because it will really make them

Rudy: Happy.

Cathy: Happy, and

Rae: Think that we're really friends to them.

Cathy: Yeh, and they'll have a lot of fun playing with the things that we send to them.

Rae: We'll be friends instead of enemies.

Berna: What's another idea?

Fred: Well, uh, I thought of something. I saw uh—you know in the uh—uh—What was I going to say?
(laughter)

Leo: Where were you?

Fred: Oh yeh, I remember, uh—I saw in the—in one of those magazines that we looked at. It had this little paper box you know. And then, you know, how you make those little things that they go over like that, you know.

Rae: Like a Jack-in-the-Box?

Fred: Yeh, and make a Jack-in-the-Box. Make a round circle and put a head and then a hat on it. And then you just close it down and put on the lid and then when you open the lid it will open up like a Jack-in-the Box.

Rae: Yes, but what we could do is get a wire and twist it around like a spring on it.

Fred: Yes, we could do that, too.

Cathy: (interrupting) I'm glad to belong to the Junior Red Cross. I think it's nice to send things to Korea.

Leo: (interrupting) We don't belong to it.

Cathy: Yes, we do.

Rudy: We do too. We all do.

Cathy: All the people who brought money and got their pins.
I have my pin.

Fred: I have my pin.

Leo: I have too. And I signed my name on that slip.

Berna and Rudy: (together) So did I.

Leo: I brought a dollar and fifty cents.

Fred: I brought two dollars.

* * *

Excerpts from one other group recording have been included.

It is of Sara's group.

Sara was prone to dominate the group, particularly the group discussion. She was quick to observe this fact when the group re-enacted the recording of her small group. Hugh liked to participate although he frequently made an irrelevant remark or one that did not add to the work underway. Mike was capable but quiet. He was satisfied to let the girls dominate the group. Jean was a worker rather than a talker. When she did speak, it usually was helpful to group planning. Most group members participated rather freely, however, as is evidenced in sketches given below.

Sara: Now each of you—ah—give me what you have. Uh, Molly, show me some of the things you have and tell me some of the things you have.

Molly: Well, I have some things about the valley, and here's some of harvest time and some of winter time and here's something else of winter time.

Sara: Uh, huh.

Molly: And then I have some comics, I mean—uh—funnies.

Sara: Well, let's get them organized now.

Molly: Well, here's one about Hazel. It's colored.

Sara: Colored? Now let's see, which one would fit that? Mike, show me some of the—

Molly: Are there some other ones about Hazel?

Sara: (continuing) kinds you have in your bunch there.

Molly: Is there one about Hazel?

Mike: Well, all I have is mostly funnies in this pile.

Sara: O. K., Hugh, is there any of them that are colored and are about Hazel?

Hugh: No, I don't have no Hazel but I have a few funnies that are colored. This one's colored. This one's colored and—

Sara: (interrupting) Well, that's not about Hazel. You see we want ones that are about Hazel. Ted, let's look at your bunch now. Tell me some of the colored ones or other ones that you have in your bunch there. You have one—(continuing as Ted speaks)

Ted: I got one colored one.

Sara: (continuing as Ted Speaks) That's one we could have.

Hugh: Oh, I got one of those Hazel.

Sara: Do you have one of those? Well, these aren't Hazel's. You could cut that one out right there and that would go with this one, see?

Hugh: But I had some here though.

.

Sara: Molly has something to say.

Molly: I think, for the Santa Claus, we could cut one out of the—just half—and put "The Night Before Christmas" under it.

Sara: Yeh, that would be very nice. But we have to plan which one we'd cut out.

Hugh: (Looking at strip of Santa pictures) Ah. They're all the same.

Molly: And then, I think we might be able to put the scenery of the valley on the first page and then the funnies on the rest of the pages.

Hugh: Sara, Do—

Sara: See which funnies go on the pages because some of them don't have writing under them.

Hugh: How will we fasten them down? Maybe paste them.

Sara: Well, paste them, I think.

Ted: We might be able to glue them.

Sara: Uh, huh, the book is about this big and then you'd have all the pictures in that—ah—in that section of these different ones. Now, Mike, I'd like to have you gather all the ones that have writing under them and I'll gather all the little ones too.

.

Sara: Let's see, we'll have several sections. Now we've got to plan—uh—how many sections will we need?

Ted: Lots of them.

Hugh: About twenty sections.

Mike: We'll need three.

- Sara: Three sections. I think that's right. One will be for the beautiness of the valley, another will be for the stories, and another one will be for stories and poems, and another one will be for the funnies around in here. And uh, I think that will be plenty. Now we've got to plan. Uh now—we'll have to cut this out here.
- Hugh: (together with Sara) What—what arrangement are we going to have and which page will we have for the book at the front—
- Sara: (interrupting Hugh) What do you think, Hugh, which sections should we have first? What do you think would be 'portant to have first?
- Hugh: I think first we ought to have the funnies because when they first open the book they could laugh and—
- Ted: About the valley—
- Mike: I think—
- Sara: The valley would be first, you think.
- Hugh: Yeh, and second the animals and some of the pictures and then the funnies (pause)
- Sara: that have writing under them could be third.
- Hugh: Yeh.
- Jean: That would be good.
- Hugh: Uh huh. Yes.
- Sara: And we'll have to get the book and see how we can organize them in the book. And see how the little ones could fit together and some of the big ones and some of them that have—are the same size and have the same thing on them. I think that's how we could do it.

* * * *

The records of group proceedings just presented are, through this technic, examples of some actual ways in which children work through problems. It is possible to observe individual personality problems; to focus attention on children who still are not able to work cooperatively with the group; and to note those who need so much attention that they are willing to achieve it at the price of group displeasure. Also, it is possible to observe favorable changes within the group structure.

In this study, as the small groups continued to work together, week after week, the effect of the group on the individual was evident. Some children began to think of the job to be done as more important than personal ideas or desires. Others were calmed or aroused by the pressure of those who were eager for the satisfaction of achievement. Interest spread from one to another until each group soon began working as a team, united, with some degree of "one for all and all for one" feeling. In more technical terms, the individual began to perceive himself as a member of a stable, democratic group. The group provided a standard or norm which enabled the individual to perceive himself as having a particular role within that group structure; the role of leader, helper, needed member, one upon whom the group turned to for ideas, or member of a group which had good ideas to share with the class.

The three-months membership in the small group seemed to result in stability or group solidarity. This was made possible because

the members of the group could be reasonably sure of the dependability of other group members, and were aware of the group standards. In this way, a frame of reference was provided by the group by which the individuals within the group could make their perceptions. Group members were able to tie themselves to group standards and thus gain a feeling of security, of belongingness.

The effect of the group on the individual fostered personality development. Social interaction influenced personality traits such as shyness, friendliness, belligerence, apathy, or aggressiveness. Individual behavior was modified as the small groups assumed importance to individual members and as they began to perceive themselves as important elements of the group structure.

The remainder of this chapter will explain the changes in the groups during the year and describe the group and individual group members at the end of the year.

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D. STUDY AND ANALYSIS OF THE GROUP DURING THE YEAR

The instruments used in the study of the fourth grade children as they worked in small groups throughout the 1951-1952 school year and the findings from the use of these tools are described in this section of Chapter III. They will be considered in this order: identification sheet, sociograms of committee choices, sociograms of three best friends, classroom social distance scales, social analysis of the classroom, personality tests, and an intelligence test.

1. The identification sheet was adapted from Cunningham¹ and was used by the teacher and student-teachers to identify children having problems which needed more consideration and understanding than those of the majority of pupils in the class. This sheet is not a measure but an opportunity for the teacher to classify the children's behavior under several general headings according to the behavior manifested in the classroom. This instrument is limited in two ways: first, by the degree of clarity with which the children being observed displayed their symptoms of behavioral maladjustment, and second, by the observational and analytical skill developed by the teacher doing the observing. Irrespective of its reliability, it would always have one advantage, that of focusing the teacher's attention upon the behavior of children which needs further study and analysis.

Table X shows the group analysis by the teacher through the use of an identification sheet. It can be determined from this table that, in the main, the children who still presented problems to the teacher were those children who had been so identified in September.

Ten children, in September, were listed by the teacher as showing some form of overt behavior which did not conform to group standards or regulations. By December this group was reduced to eight, and by March to four children. In May all children seemed to be conforming, for the most part, to group standards. No one was listed in this classification.

Children who were withdrawn, shy or timid in September were nine in all. This group was reduced by March to two children and by May to one child.

Those not accepted by the group and even rejected, totalled eleven in September, eight in December, five in March, and had been reduced to three children in May.

Children who had little or no interest in the activities of the group were eight in number in September, six in December, four in March, and one in May.

Table X

GROUP ANALYSIS BY TEACHER — DECEMBER, MARCH, MAY

Types of Behavior	Names of Pupils			
	December	March	May	
Overt behavior, unable to conform, attention seeking, disruptive behavior	#Vicky #Rudy Rhoda #Wayne	Leo #Dan #Nona #Hugh	#Vicky #Rudy #Nona Leo	
Withdrawn behavior, shy, timid, self-conscious, unable to contribute	#Mae #Berna #Roger	#Paula Ted	#Mae #Roger	#Roger
Rejection by group, not accepted in group activities, object of hostility	#Wayne #Nona #Hugh #Paula	#Denny #Gay #Roger #Mae	#Vicky #Gay #Hugh #Nona Eddie	#Vicky #Gay #Eddie
Disinterest in group activities, avoids participation, impervious to group stimulation	#Vicky Fred #Rudy	Joe #Roger #Gay	#Rudy #Roger #Gay Eddie	#Vicky
Constant need for adult attention or approval, overdependent upon adults	#Nona #Wayne #Denny #Hugh		#Roger #Denny #Gay #Nona	#Roger

Under the classification, "constant need for adult attention or approval," there were nine children in September, four in December, four in March, and one in May.

Although limited in reliability by the points mentioned previously, it would seem that there was a general trend for children to become more related to the group and to meet group standards by the end of the school term. Many children who were at first disinterested were able to find stimulation from the group to a degree that they could participate more normally in group activities. Children seemed to gain independence during the year so there was only one child who was especially dependent upon the teacher by the close of the year. Those who were shy and withdrawn were better able to free themselves sufficiently to contribute and participate in group activities.

Some children were accepted into the group during the year who formerly had been rejected. However, it seemed that more children in this classification were not able to progress to the place where they could receive whole-hearted acceptance by the group. Also, there was less progress made in this classification than in any other one. Further study and research would be needed to determine reasons for these results. In the writer's opinion it could be one or both of the two following: (1) the intensity and extent of the individual problems of those children not accepted in May, (2) the difficulty with which a child, not accepted by the group, acquires belongingness.

It seemed easier for children with other problems than rejection by the group to overcome their difficulties and gain acceptance.

The total number of children with problems in September was forty-seven, whereas only six children were listed as having problems in May.

2. Sociograms of Committee Choices.

The fourth grade pupils, at the beginning of the year, were asked to list the three people with whom they would most like to work on a committee. At the beginning of each three-months period, this request was repeated so that new committees could be set up. The pupils were aware of the purpose of the request and were very cooperative in listing their choices. It might be mentioned at this point, however, that when the time came to change committee members in December, some disapproval was voiced. Several children expressed a desire to keep the committees as they were and one asked, "Do we have to change our committees?" When asked by the teacher to consider the advantages for and against changing committee membership, the pupils suggested the following points:

Advantages in keeping the same committee:

"We know them better."

"We know how to work together already."

Advantages in changing committee members:

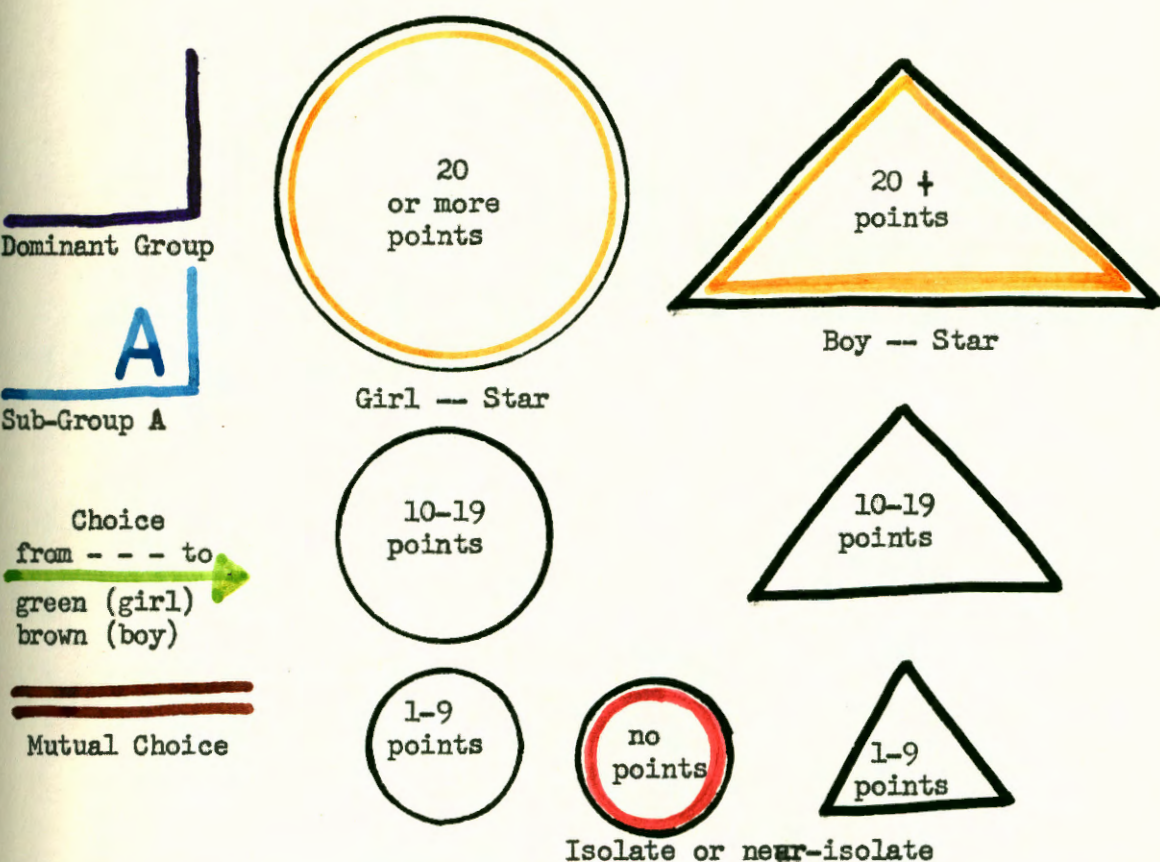
"We can work with more people."

"We can work with all our friends sometime during the year."

"We can make new friends."

The group seemed to accept these as sufficient reason for making the change since no further mention was made of keeping the committees intact.

The sociograms throughout this study will be read more easily if a few interpretations are given at this point. There are various methods of constructing sociograms. This writer has selected a method which seems to best illustrate the inter-relationship of group members. It should be noted that the high score alone does not always indicate membership in the dominant group. The method of showing the dominant group and any sub-groups existent in the large group seems best fitted to the purposes of this study. The following helps may assist the reader:



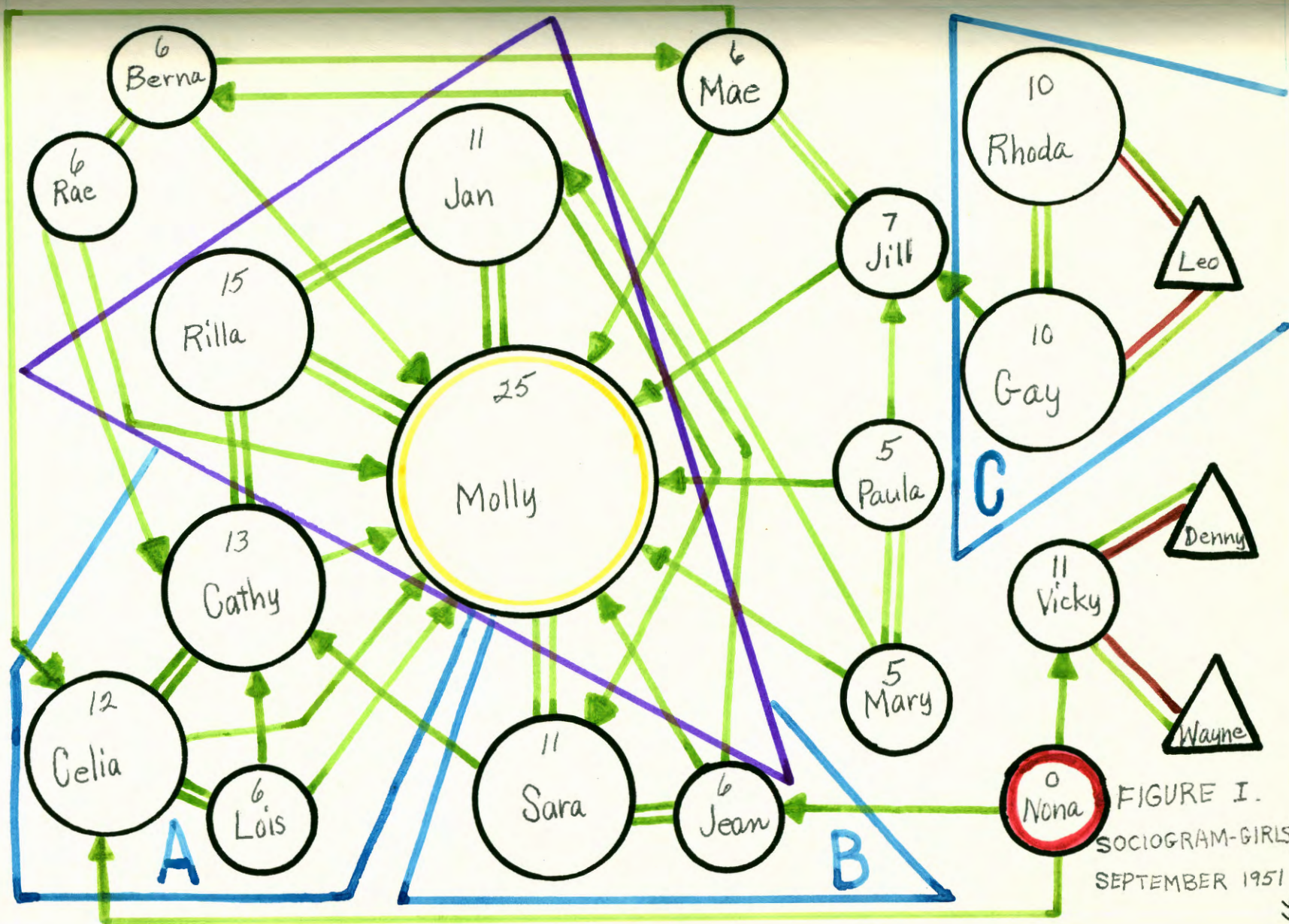


FIGURE I.
SOCIOGRAM-GIRLS
SEPTEMBER 1951

The sociogram for September showed one star among the girls, Molly, who was also one part of a strong triangle of friends. This trio (Molly, Rilla, and Jan) was the dominant female group in the class, as all three were mutual friends and were high in points.

Two sub-groups were closely associated with this triumvirate. Sub-group A made up of Cathy, Celia, and Lois had two mutual choices within itself and each girl had given one choice to at least one of the members of the dominant group. Cathy also had a mutual choice with Rilla. Sub-group B, composed of two girls, Sara and Jean, had a mutual choice in common. Sara also had a mutual choice with Molly, who was a star member of the dominant group. Jean had given both Molly and Jan a choice. In this way sub-group B was related to the dominant group. This group also had one choice leading to sub-group A which further tended to inter-relate members of all three groups.

Around the fringe were six girls, Rae, Berna, Mae, Jill, Paula, and Mary. Each of these girls had one mutual choice and each one had given Molly, the star, one choice and thus had expressed a desire to become part of the dominant group.

This group of fringers were loosely related in two ways. First, these girls made up three mutual-choice pairs and second, each pair was related by the choice of one member to one of the other pairs. One choice led from this group of girls, Rae to Cathy and sub-group A.

Four girls remained, who were, in the main, isolated from the other girls. Two of these, Rhoda and Gay, had received ten points each from mutual choices with each other and one boy, Leo. This triangle of mutual choices composed sub-group C. This relationship was broken by one choice from Gay, aimed at Jill, who is a fringer to the dominant group and its sub-groups A and B. It is broken again by Leo's mutual choice with Ted who is a fringer to the dominant group of boys.

Of the remaining two girls, one, Vicky, has earned ten points from mutual choices with two boys, Denny and Wayne, who are also fringers to the dominant group of boys, but who received no choices from boys. Vicky received one choice from Nona, an isolate who is trying to become related to the dominant group through Jean and to sub-group A through Celia. She received no choices from either girls or boys.

To summarize this sociogram, eight girls were closely related through the dominant group and its sub-groups A and B. Six other girls were fringing on these groups but were also inter-related among themselves by mutual choices of pairs and by single choices joining the three pairs. Three girls had mutual choices with boys but received no choices from girls. One girl was isolated, having received no choices from either boys or girls. From this sociogram, girls who needed help in adjustment to the group were: Rhoda, Gay, Vicky, and Nona. Rhoda and Vicky were September transfer pupils and were new to the group.

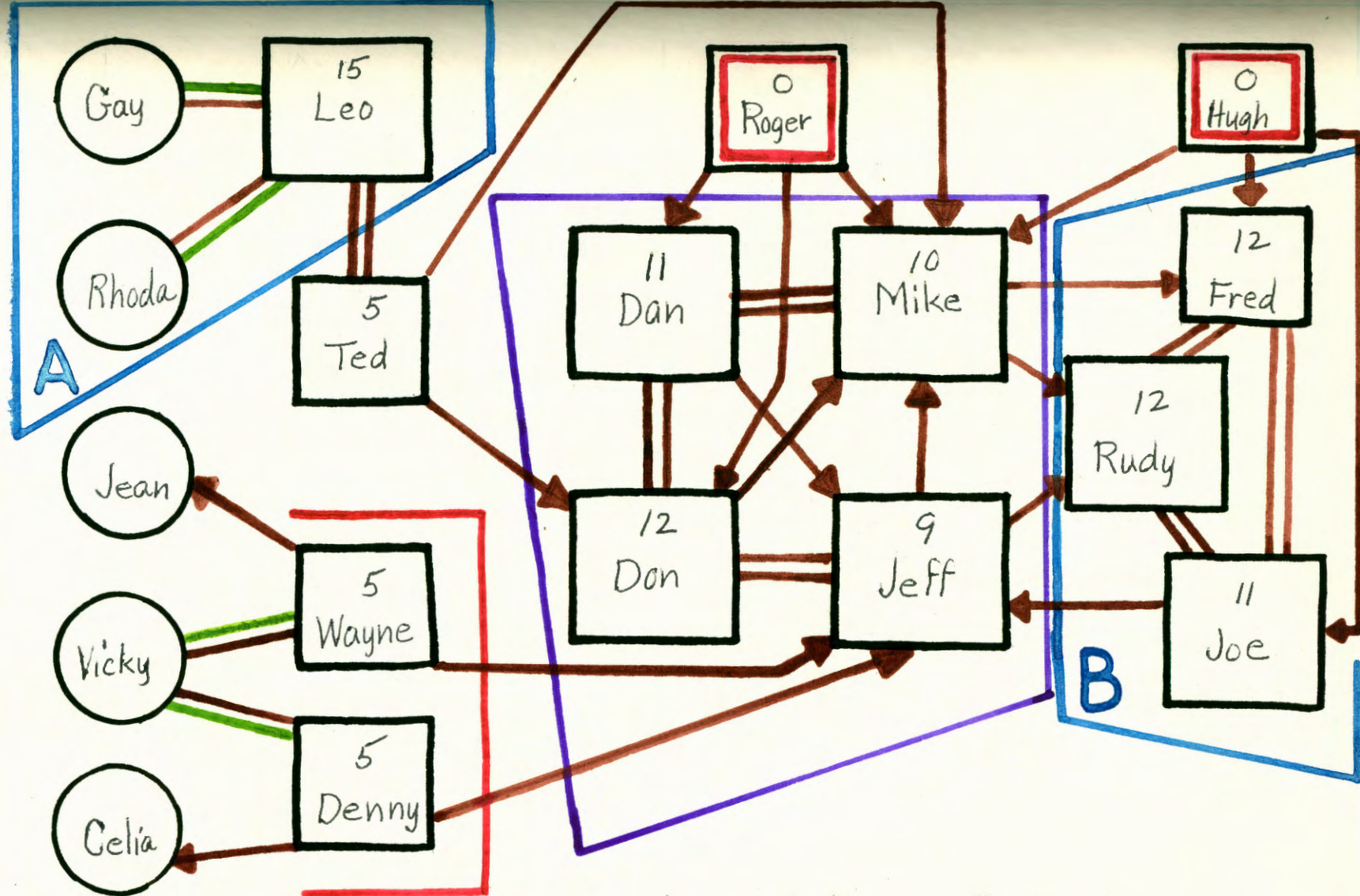


FIGURE II. Sociogram--Boys--September, 1951

The sociogram of males had four boys in the dominant group (Dan, Don, Mike, and Jeff). All were related through mutual or single choices. Mike, however, had only one mutual choice in this group since he had given two choices to two boys in sub-group A, made up of Rudy, Fred, and Joe. Sub-group A was related to the dominant group by choices going to and from it. Members of this sub-group composed a triangle of mutual friends.

On the fringe of the boys' sociogram were four boys. Two (Wayne and Denny) were isolates so far as boys' choices were concerned, although they both had a mutual choice from the same girl. They each had one choice going to the same boy, Jeff, in the dominant group, which indicated a desire to be in working relationship or to make friends with these popular boys. Leo, who was mentioned in connection with the girls' sociogram, was the male member of a triangle of mutual choices with two girls, Rhoda and Gay, who were both isolates so far as girls' choices were concerned. Leo, however, had a mutual choice with Ted, a new transfer pupil who in turn had two choices leading to the dominant group of boys.

Two boys, Roger and Hugh, were complete isolates. Roger's three choices led to the dominant group while Hugh's were mixed between the dominant group and sub-group A, all of whom were popular boys. In summary, this sociogram has seven boys in the dominant group, which has one sub-group, all popular with inter-relationships within the group.

Four fringers, mainly lacking boy choices, had turned to girls who had returned these choices. It should be noted here, that these girls were also near-isolates. Two isolates completed this boys' group. Six boys, then, were in need of friends and better adjustment to the group. Only one of these was new to the group in September.

After three months of working together in committee groups, a second sociogram was made. This was done in December for the purpose of arranging new committees. As before, the pupils were asked to list the three persons with whom they would most like to work on a committee.

An analysis of this sociogram showed a shift in the dominant group and the dissolution of sub-groups A and B. Rilla, Jan and Jean were part of a triangle of mutual choices and thus made up the dominant group. Molly, the former star, was still very popular but now had a mutual choice with only one member of the dominant group, Jan. Her other mutual choice remained with Sara who formerly was part of sub-group B.

Eleven girls surrounded this dominant group. They were well inter-related by many mutual and single choices among each other and the majority also had choices leading to the dominant group. Of the four girls remaining, two were near isolates, each having received only one single choice from the same isolate, and the other two were complete isolates. Both isolates, Mae and Gay, had all three choices leading to the dominant and sub-dominant group of girls, respectively.

It should be observed that in September Mae had a mutual choice with Jill who in this December sociogram had given her choice to Vicky, which brought Vicky from the near-isolate into the sub-dominant group of girls. At the same time Mae had lost her hold but was still trying to break into the dominant group. Rhoda who in September had a mutual choice with Gay, still had a single choice from her but had given her three choices to girls in the sub-dominant group. Nona, who was a complete isolate in September, now had one choice from Gay who, lacking a mutual choice from Rhoda, was now an isolate. Nona was now a near-isolate with all three choices going to girls in the sub-dominant group.

Briefly, the main shifts in the group of girls had been toward greater consolidation and more inter-relatedness. All but four of the girls were part of or tangent to the dominant group.

The December sociogram for boys had two significant shifts: one, Jeff had become an integral part of sub-group A; and two, Leo and Ted who were September fringers and Roger, a September isolate, had all joined the dominant group.

Members of sub-group A were still closely related as all had mutual choices with every other boy in the group, with the exception of Joe and Fred, each of whom gave one choice to some one outside sub-group A. Fred's choice went to Mike in the dominant group and Joe's to Celia.

Denny and Wayne, two September fringers, were still near-isolates with most of their choices directed to girls.

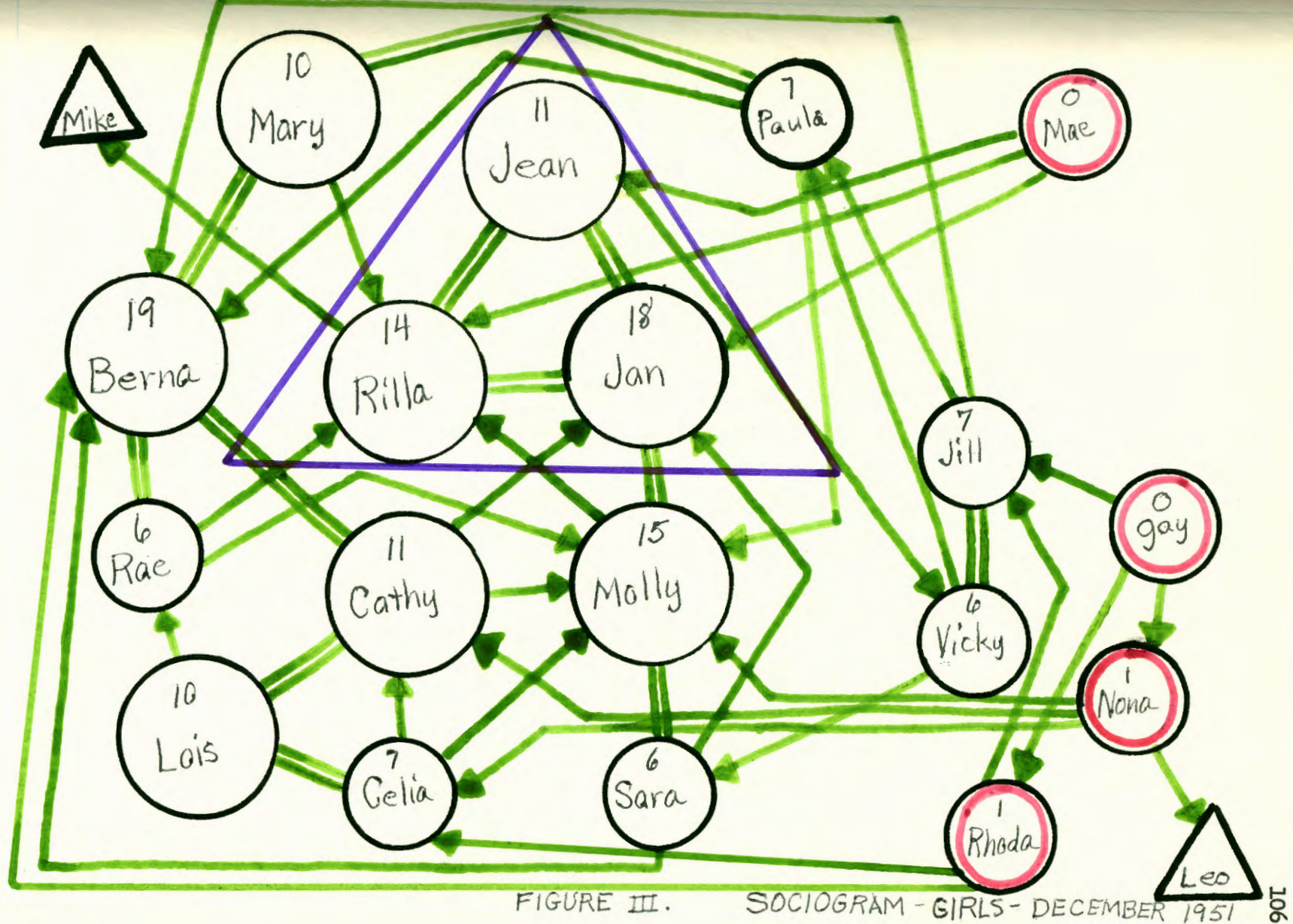


FIGURE III. SOCIOGRAM - GIRLS - DECEMBER 1951

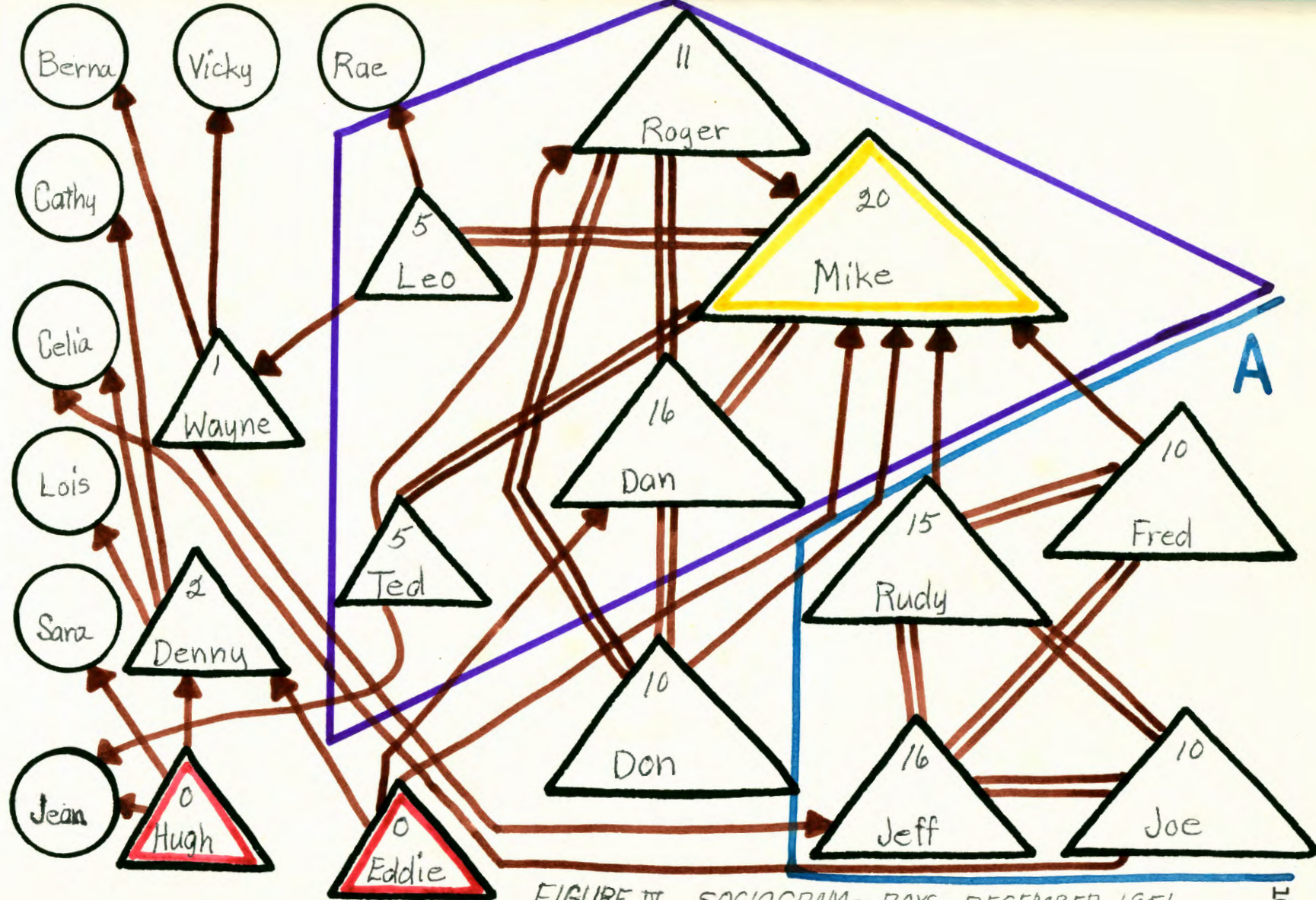


FIGURE IV. SOCIOGRAM--BOYS--DECEMBER 1951

Hugh remained an isolate but gave two of his three choices to girls.

Eddie, a boy who had joined the group less than two weeks previously, was an isolate looking mainly to the dominant group for friends.

It might be noted that Leo was held to the dominant group only by his mutual choice with Mike. Mike was becoming a star, two boys were added to the dominant group and an over-all joining together or group solidarity seemed to be evolving.

The diagram of girl relationships in the March sociogram was greatly changed. A skewed picture resulted because thirteen of the eighteen girls gave one choice to the star boy, Mike. Had these choices been divided among girls, more girls would certainly have had mutual choices with resultant higher scores, and probably much more inter-relationship would have been evident. Even so, there were two definite groups among the girls. The group composed of Jean, Berna, Sara and Molly became the dominant group, since they obtained higher scores indicating more choices were given them by the group, and since this group contained more mutual relationships. Jean was the only remnant of the December dominant group. However, Molly who was in the September dominant group, and a star, had re-entered and brought Sara with her, who had always been one of her mutual choices.

The sub-group A composed of Jan, Lois, Rilla and Celia lacked strength since Celia was part of the group only by her choices of Jan and Lois, neither of which was mutual. Lois, in turn, was tied

to the group only by her choice of Jan. Rilla had a mutual choice with Jan only.

Fringing these two groups, the dominant one and sub-group A, were two lesser or incomplete sub-groups, B, and C. These sub-groups were characterized by a mutual pair with an isolate and a near-isolate fringing them. The majority of choices from these groups went to boys.

Two isolates and two near-isolates fringed the dominant group but lacked a sufficiently strong inter-relationship to become part of the dominant group. Had Mike not been such a desirable committee member, some of this group might have had mutual choices which would have pulled them into the dominant group.

In short, this sociogram of girl choices showed two groups, one dominant and one a sub-group without much inter-relationship. All others were fringers (isolates or near-isolates) or part of lesser incomplete groups hinging on the relationship of mutual pairs with their fringers.

Mike's popularity as a committee member was not only with girls as he had now become a star among the boys. Nine out of thirteen boys selected him as one of their choices.

In the dominant group were Mike, Dan, Don, and Ted, holdovers from the December dominant group. All except Ted were likewise in this main group in September also. Sub-group A from the December sociogram, however, was dissolved, its members having become fringers

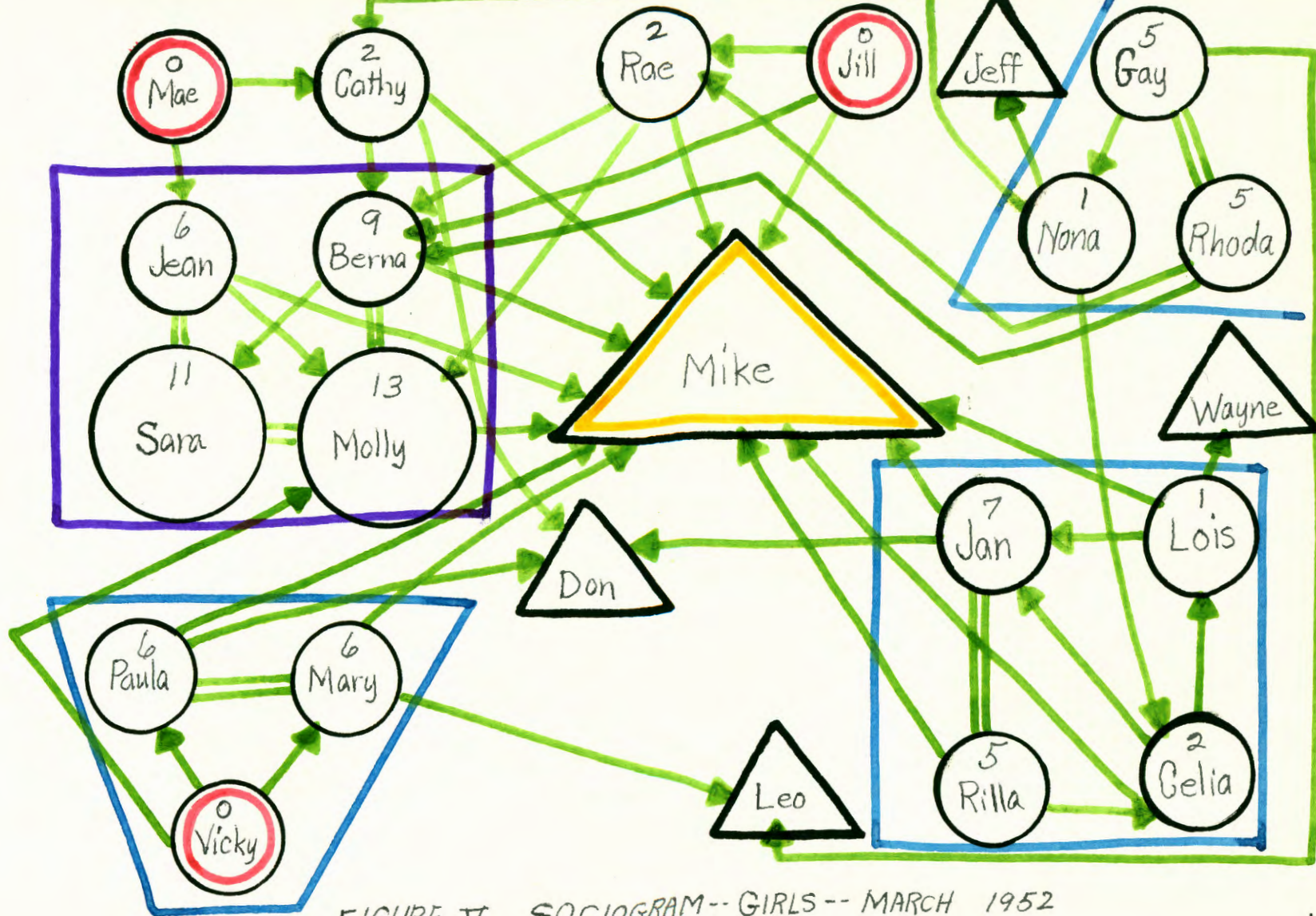


FIGURE V. SOCIOGRAM--GIRLS--MARCH 1952

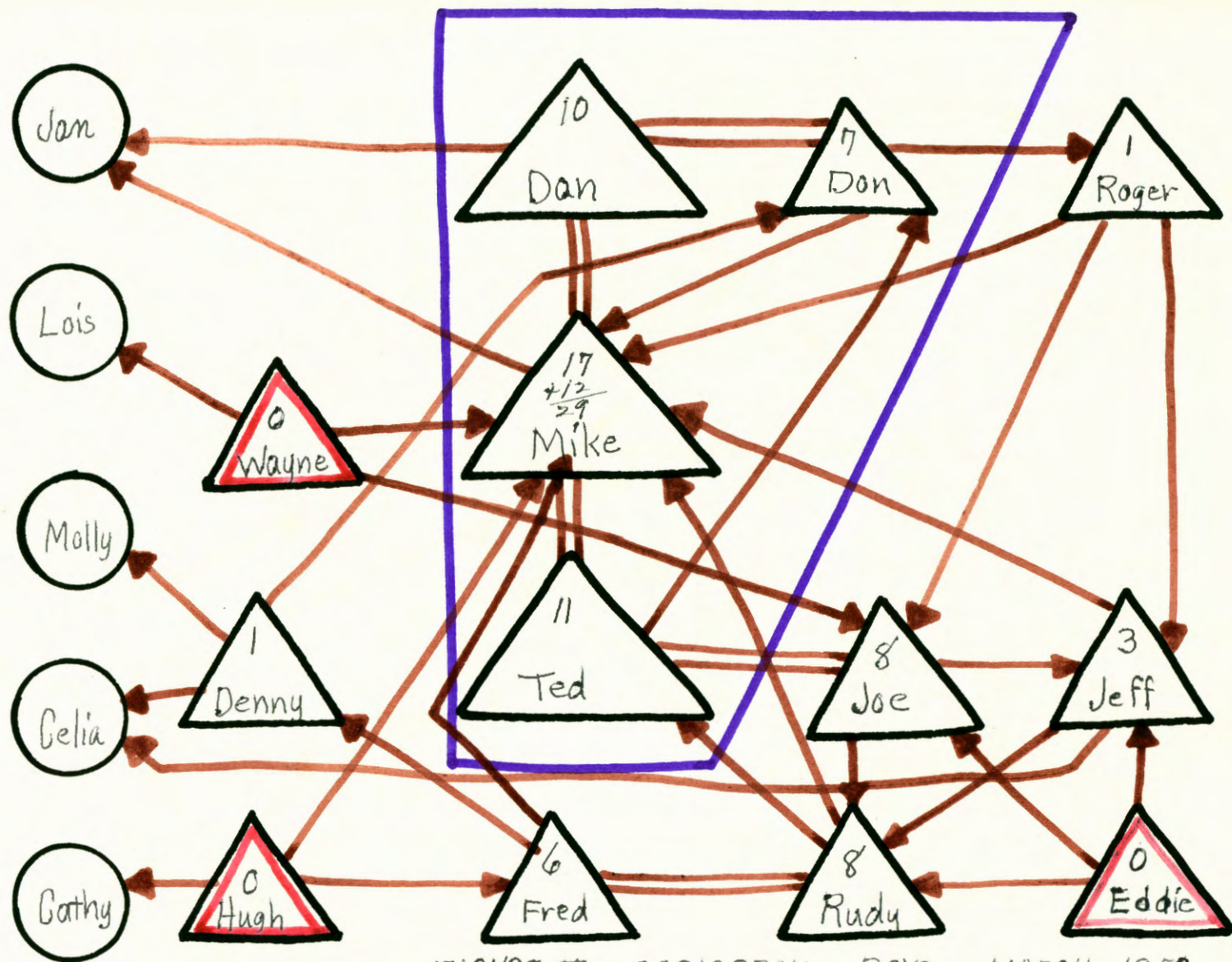


FIGURE VI. SOCIOGRAM--BOYS--MARCH 1952

(some with fairly high scores) of the dominant group. Don was holding to the dominant group only by his mutual choice of Dan. Roger, who entered a dominant place in December had lost it and fringed the group only because of his selection by Don. Eddie, still an isolate, was attempting to enter the old sub-group A which was no longer a separate body. Hugh and Wayne were still isolates also, and Denny remained a near-isolate. Stated briefly, this group of boys showed the beginning stage of a shift to one large dominant group with its fringers.

At the end of the year, the pupils were asked to list the names of the children whom they would select for their committee choices if they were to change their committees another time. This step was necessary in order to obtain an end-of-the-year picture.

The May sociogram for the girls revealed a dominant group that encompassed sixty per cent of the girls. On the fringe of this main group were two mutual pairs, themselves joined together by the choice of Mae by Jill. This fringe group gave six choices to the dominant group. Related to these mutual pairs by a choice given to each member was Rhoda, a near-isolate. Gay was attempting to gain a position among the fringers by her choices to Jill in one of the mutual pairs and to Rhoda who has trying to identify herself to both mutual pairs. Rae had continuously lost status in the group and was now an isolate with choices going to two girls in the dominant group and to Mike who still held some popularity among the girls.

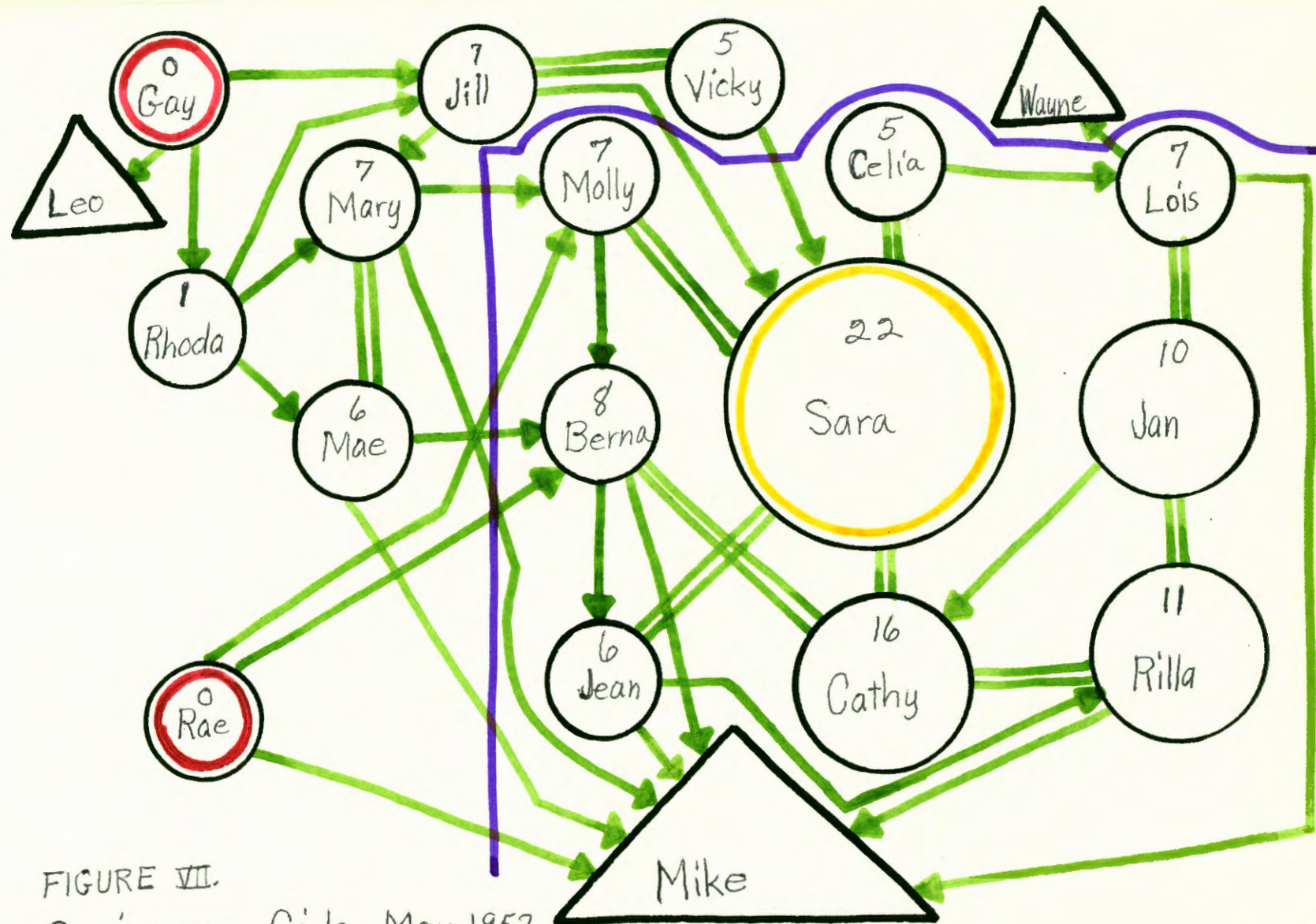


FIGURE VII.
Sociogram - Girls - May, 1952

This sociogram pointed definitely to greater consolidation than did any previous one.

The May sociogram for the boys likewise showed a shift. The change begun in March had become more complete. The group more than ever was revolving around Mike, the star. A strong relationship existed among five boys, three of whom had three mutual choices within their own group. The remaining two were tied to the group by two mutual choices and one choice from Leo to Jeff, that was not returned by Jeff. Four other boys, Dan, Don, Fred, and Eddie, had low scores but were inter-related with themselves and the other five boys' choices. Denny, a near-isolate, again gave his three choices to girls but still held one choice from a boy, Don. Four isolates are in the picture, Hugh, Ted, Roger and Wayne, but all have two or more choices tying themselves to the main group. This sociogram depicted a shifting group with the change leading toward inter-relatedness.

A main purpose of the small group technic was to foster friendships and to bring about a feeling of group belongingness. It would seem that this objective had been gained to a considerable degree. At this point an examination of the committees for the year and their possible bearing on the shifts in the sociograms would be pertinent.

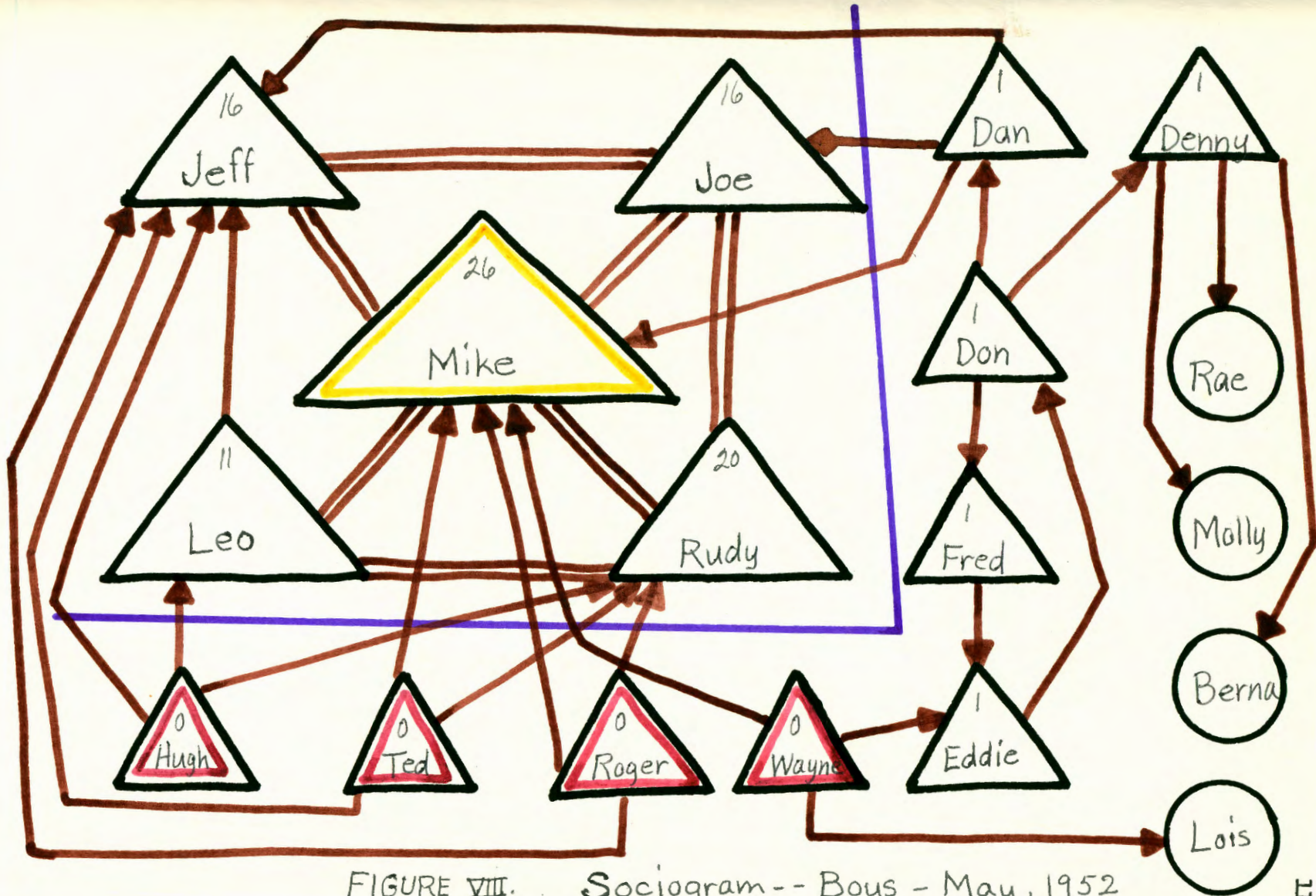


FIGURE VIII. Sociogram -- Boys - May, 1952

COMMITTEES

September to December:

<u>Molly*</u>	<u>Rhoda</u>	<u>Mike</u>	<u>Jan</u>	<u>Rachel</u>	<u>Fred</u>
Cathy	Gay	Dan	Rilla	Jill	Rudy
Celia	Leo	Don	Jean	Berna	Jeff
Sara	Ted	Roger	Vicky	Paula	Wayne
Lois		Hugh	Nona	Mary	Joe
Denny					

December to March:

<u>Sara</u>	<u>Lois</u>	<u>Don</u>	<u>Paula</u>	<u>Berna</u>	<u>Joe</u>
Molly	Rhoda	Dan	Vicky	Leo	Jeff
Nona	Mae	Eddie	Jill	Cathy	Wayne
Mike	Jan	Denny	Mary	Fred	Rilla
Ted	Celia	Roger	Gay	Rae	Jean
				Rudy	

March to May:

<u>Jean</u>	<u>Celia</u>	<u>Mike</u>	<u>Eddie</u>	<u>Denny</u>	<u>Jeff</u>
Rilla	Lois	Ted	Rhoda	Rae	Joe
Hugh	Cathy	Jill	Leo	Molly	Rudy
Mae	Roger	Vicky	Gay	Jan	Fred
Sara	Wayne	Dan			Don
		Mary			

* Group Leader

The trio (Rilla, Jean and Jan) who make up the dominant group in the December sociogram, had been working together on a committee for the past three months. Although Vicky and Nona were members of this same committee, they neither gave choices to Rilla, Jean, or Jan, nor had anyone of the trio given choices to Vicky and Nona. Apparently neither girl was able to identify sufficiently with the group to gain real belongingness in the small group. Molly and Sara had been on the same committee and remained mutual choices.

It may be significant that the group of fringers to the dominant group, who had many mutual choices among them, had all been on the same committee. These were Rae, Berna, Mary, Paula. While Jill had no mutual choice with these girls, she had given two of her choices to members of this small group. Mae, the other member of this committee had given all three choices outside her former committee group and no one within the committee have given her a choice. Apparently her adjustment was not helped by the small group of which she was a member. Rhoda and Gay, formerly mutual friends and on the same committee, no longer had mutual choices. Neither seemed to have made a better adjustment to the larger group.

The main shift in the boys in December was that of Jeff from the dominant group to sub-group A. Again, it seems significant that this was true since Jeff had worked on the same committee

with the boys in sub-group A. However, Wayne who had also worked on the same committee, was not selected by this group and was a near-isolate.

Likewise, it is interesting to observe that Roger, an isolate in September, but who had been working in the committee with the boys in the dominant group, had two mutual choices with members of that group in the December sociogram. It would seem the small group work might have developed group belongingness for him. At the same time, Hugh, a second September isolate who also worked on the same committee was given no choices from any boy in the dominant group. He remained an isolate. This would suggest, as is probably obvious, that there are other factors or variables which help determine the extent to which children are accepted or not accepted by the group of which they are members.

Denny, a near isolate, seemed to have identified completely with his small group, as his three choices went to girls in that group.

Committee II, made up of Rhoda, Gay, Leo, and Ted, seemed to have disintegrated entirely so far as choices within the group were concerned.

In a comparison of the December to March committees with the March sociogram, the writer found nothing to account for the shift of Berna, Sara and Molly to the dominant group with Jean, except that Jean and Sara had been mutual friends in September. The other

three girls had given single or mutual choices to each other.

Members of the new sub-group A, except for Rilla, had worked on the same committee since December and two pairs, Rilla and Jan and Celia and Lois, had worked together from September to December. That would mean that Celia and Lois had been together in a small group since September. Rilla and Jan were neighbors and had been very close friends since kindergarten.

Mary and Paula, who remained mutual friends, had worked together in a small group since September. Vicky, who had been a member of their committee group, had given each of these girls one choice, but it was not returned by them.

Nona, a near-isolate, had given no choices to any member of her small groups, neither in September nor in December committee groups.

An examination of the May sociogram of committee choices for girls in the light of past small-group membership, disclosed some relationships but not as much as might have been expected. Jean, Rilla and Sara, who were in the same March small group, still had mutual or single choices to one another.

Jill and Vicky who served on the same committee in March, April, and May had a mutual choice in the May sociogram. Mary, who also was a member, received one choice from Jill.

Rae and Berna, who had mutual choices in September and December, and who were in the same small-group in March, April, and May, were

no longer mutual choices, but Rae had given one choice to Berna both in March and in May. Molly, also a member of this group in March, and who had a mutual choice with Berna, had given Berna a single choice in May, which was not returned. Berna and Cathy who served together on a December committee and who were mutual choices on the December as well as the May sociogram, had a one-way choice in March. This might be accounted for, however, by the fact that both girls used one choice for Mike in the March sociogram.

While some choices pointed to consolidation which might have resulted from small-group work, this was not consistent in each case.

Molly and Jan, who were mutual choices in September and December, gave no choice to each other in March or May. Celia and Lois, who served together throughout the entire year had only a one-way choice from Celia to Lois in the May sociogram.

Jeff and Joe have been mutual choices once more on the May sociogram, as they were in December. These boys had been on the same committee all the year. Rudy and Joe had been mutual friends on every chart except in March, when Rudy did not return Joe's choice. They served on the same committee in September and March.

Fred had received one choice from Don after having worked together in March, April, and May.

Denny had given choices to Molly and Berna after membership

in the same group. He also was in the same committee as Molly in September.

Although Leo and Eddie served on the same committee, neither gave the other a choice in May. The same was true for Roger and Wayne. Hugh, who worked with four girls, gave none of them a choice and received none from them. None of his choices went to anyone with whom he had worked at any period during the year.

Analysis of the committee choices in terms of former committee contacts indicated a strong tendency for some members closely related in small group work to continue to choose those persons as desirable ones with whom to work. Contrary to this, however, were a number of cases where no such tendency existed.

3. Sociograms of Three Best Friends.

A sociogram of three best friends seemed desirable since it was felt there might be differences in choices for committee work and choices for friends. This has been borne out in a comparison of the two types of sociograms for March and May. Although the over-all pattern was similar, there was a main difference in the amount of inter-relatedness. There was only one isolate in the three friends sociogram against three isolates in the committee work choice sociogram. Jan replaced Berna as one of the three stars. All fringers' positions had been strengthened by several points. Much more solidarity seemed noticeable on the three-friends chart than on the committee-work sociogram.

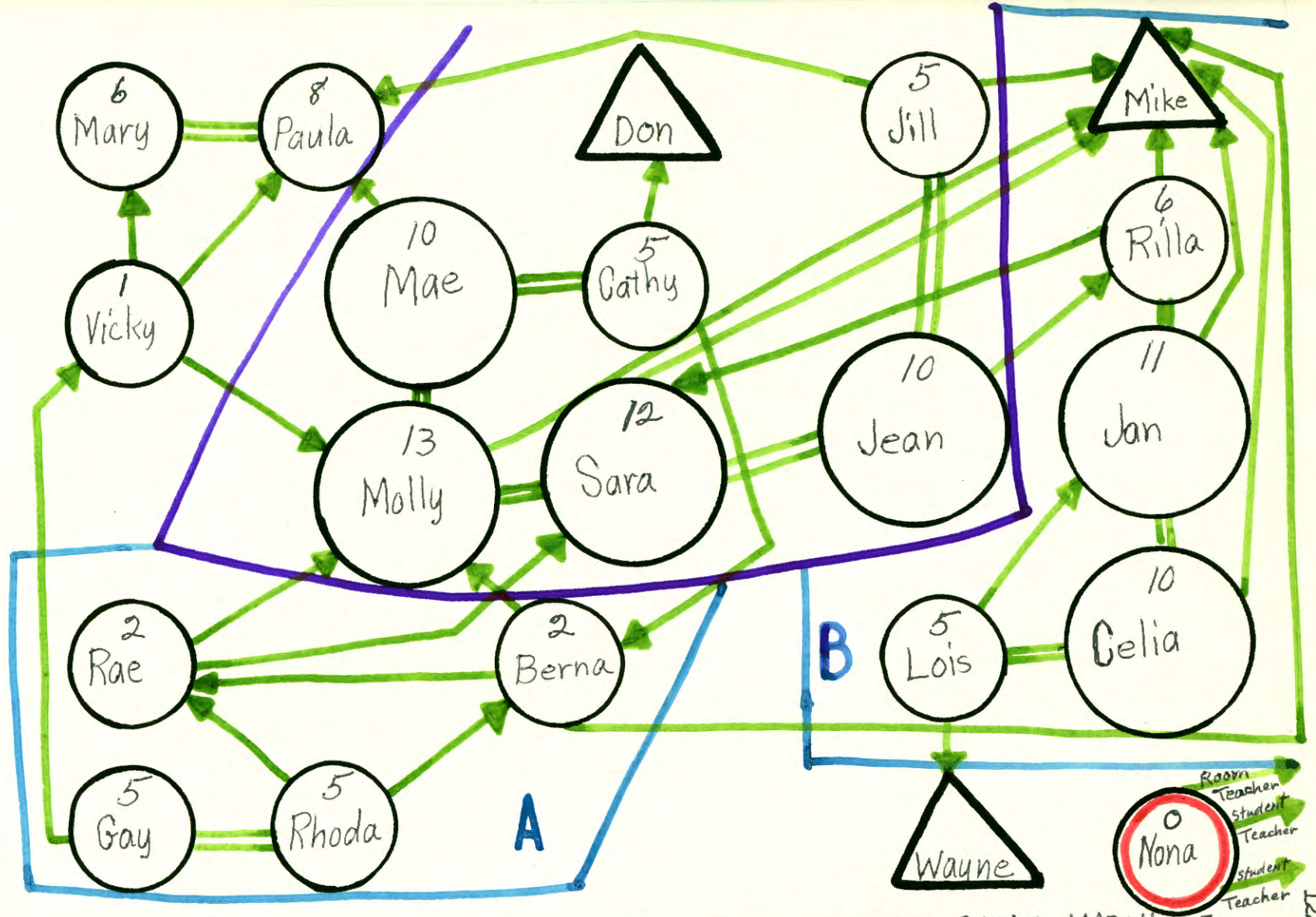


FIGURE IX SOCIOGRAM-- THREE BEST FRIENDS--GIRLS--MARCH 1952

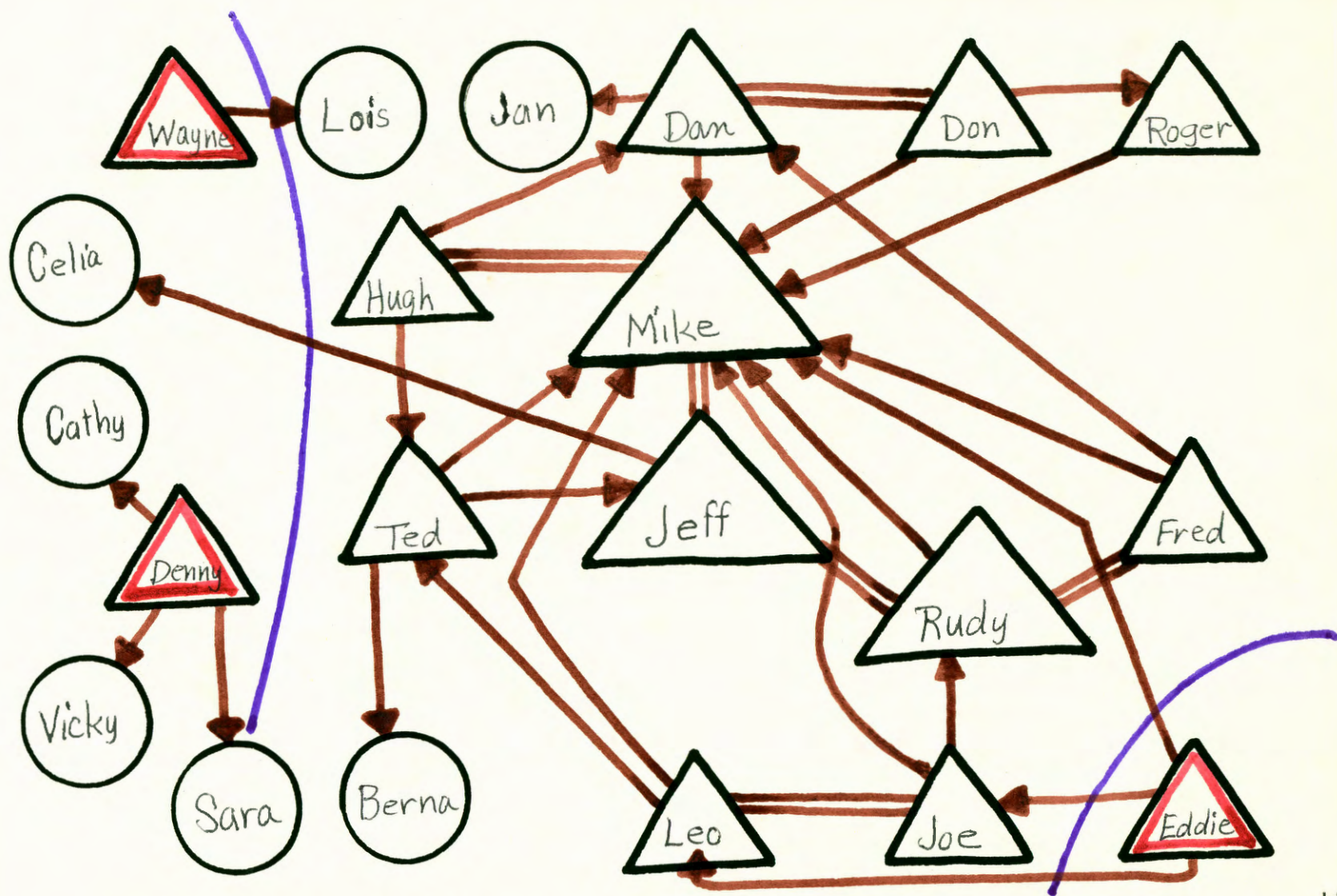


FIGURE X SOCIOGRAM--THREE BEST FRIENDS--BOYS--MARCH 1952

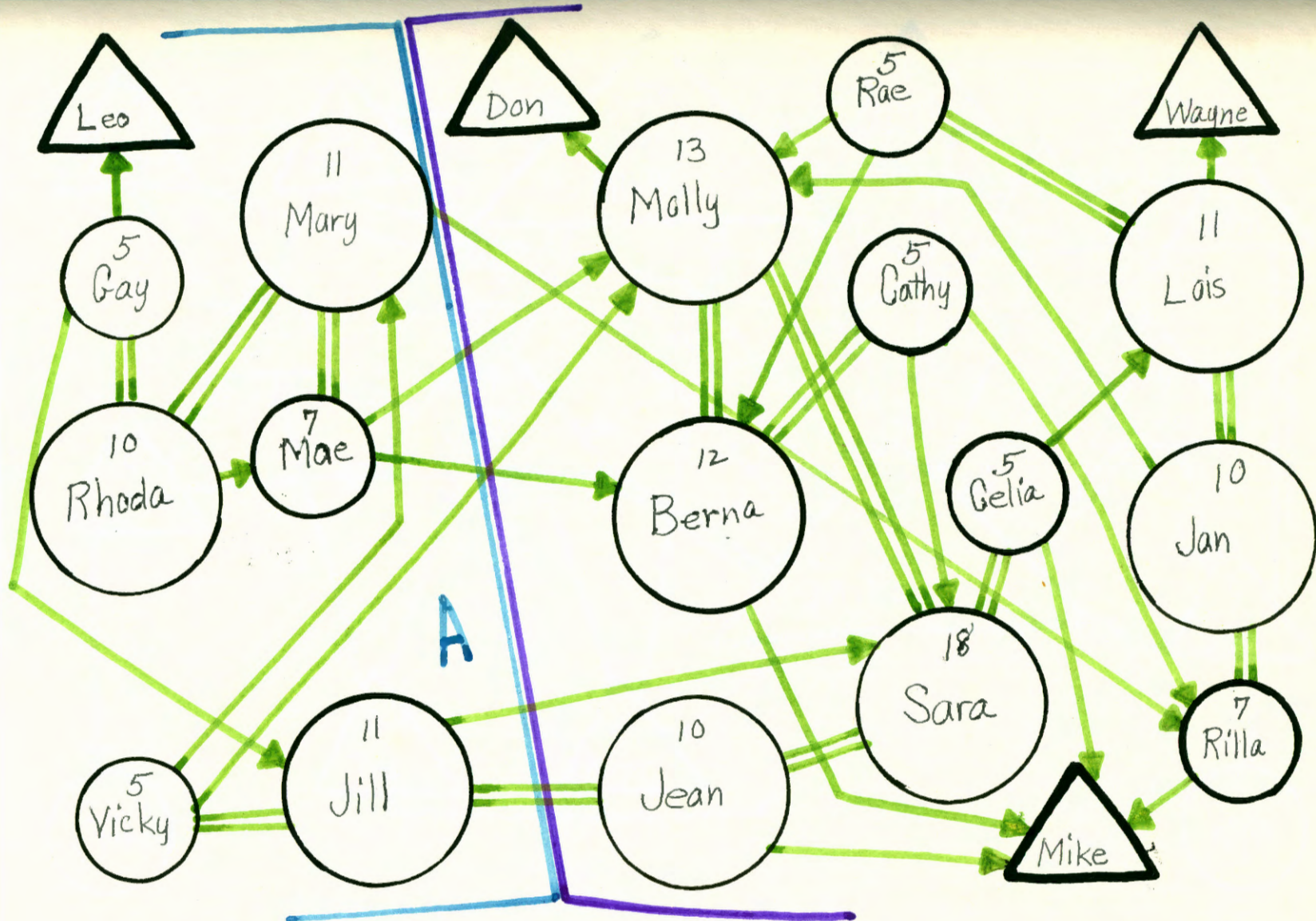


FIGURE XI SOCIOGRAM -- THREE BEST FRIENDS -- GIRLS -- MAY 1952

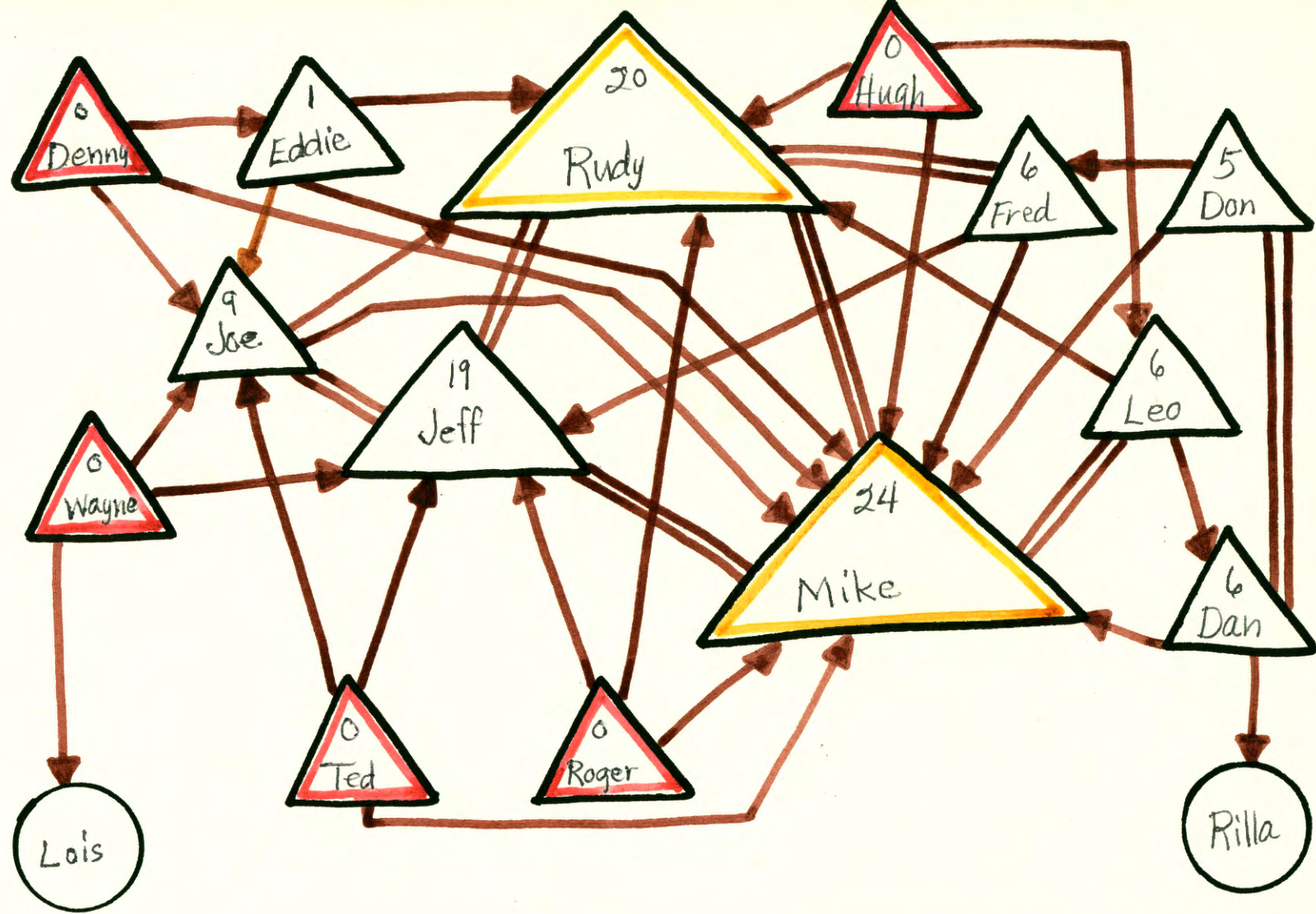


FIGURE XII SOCIOGRAM--THREE BEST FRIENDS--BOYS--MAY 1952

In May, the three friends sociogram had no isolates, while the committee-work sociogram for May had two isolates. It should be noted here that Nona, who was a consistent isolate, had transferred from the school in April. Twelve girls were in the dominant group against nine in the committee sociogram. There were six stars compared to three in the committee sociogram.

In the May committee sociogram, sub-group A was not clearly defined as it did not actually compose a complete sub-group. In the three friends chart, however, sub-group A was not only definite but was also related to the dominant group through three of its members, Mary, Mae and Gay. The consolidation of group members in sub-group A was shown by three mutual choices among the four girls.

Girls who were not desirable choices for a work-committee but who were accepted in the group on a friends choice sociogram were: Rae, Vicky, Jill, Mae, Gay, Rhoda, and Mary.

A similar picture was gained from a comparison of the three friends and the work-committee sociograms for boys in March. In the March committee chart there were five fringers to the dominant group and three isolates, while the three friends chart showed all boys in the dominant group except the three isolates who were the same in both sociograms. There were twelve boys in the dominant group of the three best friends as compared to four in the committee sociogram.

The May sociograms for boys were not entirely consistent with the previous trend. They included five isolates in the three friends chart against four in the committee chart. However, there were nine boys in the dominant group compared to five in the committee choice sociograms for May. Six boys with scores of one or less in the three friends chart replaced the nine boys with scores of one or less on the committee sociogram for May. Boys who seemed not to be considered as good committee choices were: Hugh, Roger, Wayne, Ted, Danny and Eddie.

An examination of all sociograms for March and May indicated a steady pulling together of the large group membership. Many mutual friendships were expressed and much inter-relationship seemed to exist. The general picture appeared to be one of over-all group belongingness.

4. Classroom Social Distance Scale.

The classroom social distance scale was developed by Cunningham.¹ On this scale the children ranked their classmates on a five-point scale according to their feeling of friendliness toward them. Also each child rated himself as he thought the group would rate him. The points of the scale on which the children in the group are rated, are:

1. Would like to have him as one of my best friends.

1. Cunningham, op. cit., pp. 405-06.

2. Would like to have him in my group but not as a close friend.
3. Would like to be with him once in a while but not often or for long at a time.
4. Don't mind his being in our room but I don't want to have anything to do with him.
5. Wish he weren't in our room.

This instrument is valuable from the standpoint of ascertaining the number of children with whom each child would like to be very friendly. It also indicates the number which each child rejects and those liked only a little. This is an advantage that is not gained by the sociogram of choices because that tool is limited in the number of choices. Another value is that of being able to determine how each individual thinks the group feels about him. The social analysis of the classroom gives the teacher some of her best leads for grouping children strategically.

The limitations of this instrument are the same as for most measures of this type. Children do not always reveal their true feelings when checking a sheet of this kind and their responses may change from time to time. Even though the reliability of this instrument is questionable, the writer agrees with Cunningham that it has valuable aspects for the classroom teacher.

Table XII gives the rating for the fourth grade in February and May. The group rating is gained by totalling the weighted scores received from each one in the group. The five points of the scale have the same weights as their numerical values, that is, the rating of one counts one point, the rating of two, two points, and the third place on the scale counts three points, the fourth, four,

and the fifth, five. If fourteen children have rated a classmate on point one of the scale, eight have ranked him in second place, four in third, two in fourth place and two in fifth, his group rating would be figured as follows:

Scale Rating	Number choices		Weight	Score
1	14	x	1	14
2	8	x	2	16
3	4	x	3	12
4	2	x	4	8
5	2	x	5	<u>10</u>
			Total	60

Table XII

CLASSROOM SOCIAL DISTANCE SCALES -- TOTAL SCORES

FEBRUARY AND MAY

NAME	Group's Score of Individuals		Individual Score of Group Members		Self Score	
	Feb.	May	Feb.	May	Feb.	May
Molly	35	46	81	63	1	1
Rilla	37	54	68	35	1	1
#Rae	40	67	72	66	1	-
Mike	41	28	72	70	3	4
Jeff	43	38	58	—	1	-
#Berna	47	43	60	46	1	1
Cathy	44	—	31	—	1	-
Don	48	43	—	48	-	1
Ted	48	62	56	59	1	3
Sara	49	—	65	—	1	-
Celia	49	58	88	67	1	3
Jan	52	65	65	70	1	1
#Mae	53	55	49	69	3	1
Lois	55	50	67	36	2	2
Fred	56	52	84	61	2	1
#Roger	57	72	102	106	2	-
#Paula	58	—	56	—	2	-
Rhoda	61	46	42	50	3	5
Joe	60	59	80	61	2	1
Jean	60	53	76	79	3	2
#Mary	62	57	39	44	2	1
#Dan	64	57	79	72	1	1
#Denny	66	57	31	61	1	1
Leo	71	59	95	95	1	1
#Rudy	73	56	—	58	-	3
#Wayne	73	65	68	72	2	2
Jill	74	64	49	45	1	1
#Gay	75	65	45	101	1	2
#Vicky	75	74	65	32	2	1
Eddie	77	56	73	70	3	5
#Nona	84	—	37	—	1	-
#Hugh	86	78	91	78	1	1

TABLE XII (Continued)

Range	35-86	28-78	31-102	32-106	1-3	1-5
Median	57	57	65	61	1	1
Mean	58.53	52.82	62.70	63.48	1.6	1.8

Individual rating indicates subject's rating of classmates.

Group rating indicates classmates' rating of subject.

Self-rating indicates subject's estimate of his rating by most of his classmates.

The lower the score the more friendly the feeling of the group.

The individual rating is determined in much the same way but is a total of ratings given classmates by the individual. If a child rated twenty of his classmates on the first point of the scale, six on the second, three on the third, one on the fourth and none on the fifth, his individual rating would be as follows:

Scale Rating	Number Choices		Weight	Score
1	20	x	1	20
2	6	x	2	12
3	3	x	3	9
4	1	x	4	4
5	5	x	0	<u>0</u>

Individual rating Total 45

This score or rating indicates how warmly this individual feels toward members of the group.

Individual correlation sheets have been plotted for ten of the children in this fourth grade class. To illustrate their value, some have been included from members of the special group and some from the remaining class membership. No attempt has been made to analyze each of these separately but instead to use them as examples to illustrate certain points concerning their use. The individual correlation sheet is original with this writer and has been used for the first time in this study. Its value can be best described through illustrations. Hugh, who was an isolate on every one of the four committee choice sociograms, was rated in first place on the

February Classroom Social Distance Scale by seven of the group members. On the May scale he had three first ratings. This means that Hugh might work well on a committee composed of any of the members who rated him first. It means, too, that a mutual liking or respect between Hugh and the children who rated him first and in turn were rated first by him. There should certainly have been a friendly feeling between Hugh and those children. However, Hugh's group rating is eighty-six, which is high. The group as a whole does not feel very friendly toward him. An examination of the number of names in the horizontal rows shows a large majority of names in rows three, four and five. The five pupils who placed him on the third point of the scale revealed that they liked to be with him once in a while but not for long at a time. The nine pupils who placed him in fourth place signified that they preferred to have nothing to do with him. Four children rated him in fifth place on the scale, indicating that they wished he were not in the room.

Reading the chart vertically, Hugh's rating of his classmates is shown. He placed seven children in the first rating and three of those seven reciprocated. It is also noted that Hugh placed twenty-two of his classmates in rows three and four, thus indicating that he liked to be with eight of them once in a while, and that fourteen he would prefer not to have in the group. Hugh's individual rating was ninety-one which was very high. This showed his rejection

Group Rating

Individual Rating

1

2

3

4

5

1	HUGH Jeff Dan Ted	Denny Mike		Nona Cathy	
2	Leo Sara		Jill	Vicky	
3				Mary Eddie Gay Paula Rhoda	
4	Fred Wayne		Joe Jean Rose Roger	Lois Jan Berna	
5			Molly	May Rae Celia	
0	Teacher		Don Rudy		

Scores:

Self Rank..... 1

Group Rating.....86

Individual Rating...91

Key to scoring:

- 1 One of my best friends
- 2 Like to have him in my group
- 3 Like to be with him once in while
- 4 Prefer to have nothing to do with him
- 5 Wish he were not in my room

Individual Rating indicates subject's ranking of classmates

Group Rating indicates classmates' ranking of subject

Self Rank indicates subject's estimate of the rank most of his classmates would give him

Black squares contain names of absentee members and choices other than classmates

Group Rating

Individual Rating

	1	2	3	4	5
1	HUGH Berna Dan			Ted	
2	Mike Eddie Leo	Fred	Don Rudy	Rhoda Rilla	Mary
3	Roger	Joe Gay		Lois	
4		Jan Vicky	Celia	Jill	Molly
5			Dennis Jean Wayne	Mae	Rae
0	Jeff	Cathy Sara			

Scores:

Self Rank..... 1

Group Rating.....78

Individual Rating...78

Key to scoring:

- 1 One of my best friends
- 2 Like to have him in my group
- 3 Like to be with him once in while
- 4 Prefer to have nothing to do with him
- 5 Wish he were not in my room

Individual Rating indicates subject's ranking of classmates

Group Rating indicates classmates' ranking of subject

Self Rank indicates subject's estimate of the rank most of his classmates would give him

Black squares contain names of absentee members and choices other than classmates

of the group to be more than the group's rejection of him, though there was only a slight difference. Hugh's self score was one. This showed discrepancy in Hugh's opinion of the group's feeling toward him. In the black spaces at the bottom of the chart, Hugh has placed the teacher in first place as one of his best friends. Don and Rudy were absent and did not fill out this scale. Hugh placed them in the third rank.

Examination of his May correlation sheet showed Hugh's feeling toward the group and the group's feeling toward Hugh was more friendly. Reading diagonally from the upper left square to the lower right square gives the correlation of ratings by Hugh and the children in the group. In the first square, the purple one, are the pupils whom Hugh rated first on the scale. The same pupils rated Hugh first. Likewise, in the second square on the diagonal, blue, Fred rated Hugh in second place and Hugh rated Fred in second place. There was no rating in the third place so the third diagonal square, green, on the chart is empty. Hugh and Jill rated each other fourth so Jill's name appears in the fourth diagonal square, yellow. In the fifth diagonal square, red, is Rae. She and Hugh rated each other in fifth place.

All pupils above the diagonal gave Hugh a higher rating than he gave them. All those below the diagonal gave Hugh lower ratings than he gave them.

Gay's Social Distance correlation sheet showed that she felt considerably more friendly toward the group than the group felt toward her. She rated twenty-three pupils in first place, indicating she considered each of them one of her best friends. Only ten children rated her one. Seven of these, however, were among those whom she rated first. Compared to the sociograms on which Gay was so frequently an isolate, the classroom social distance scale gave a broader view of friendship potentialities.

There was a striking difference in the February and May scale for Gay. In May she rejected a large number of the group. Her individual score was 101. She gave only four pupils a rating of one, contrasted to the twenty-three to whom she gave a one rating in February. She placed herself in first place in February and in second place in May. Only two children were below the diagonal which indicated that their rating of Gay was lower than her rating of them. Nearly all the group members rated Gay higher than she rated them.

Wayne's February and May scores were somewhat similar but close examination showed important differences. More of the group rated him in first place and more rated him fifth than in February. Wayne rated fewer of his classmates in second place, more in third, fewer in fourth and more in fifth. In February there were eight correlated choices in the first and second diagonal squares while in May there were three each in the first and fifth places and one each in second and fourth places. There are ten pupils above the diagonal and ten below in May, whereas in February there were eight above and fourteen below. The general trend in Wayne's May rating of his classmates was toward more positive points on the friendship scale.

CLASSROOM SOCIAL DISTANCE SCALE

February 8, 1952

GAY

Group Rating

Individual Rating



Scores:

Self Rank..... 1

Group Rating..... 75

Individual Rating... 45

Key to scoring:

- 1 One of my best friends
- 2 Like to have him in my group
- 3 Like to be with him once in while
- 4 Prefer to have nothing to do with him
- 5 Wish he were not in my room

Individual Rating indicates subject's ranking of classmates

Group Rating indicates classmates' ranking of subject

Self Rank indicates subject's estimate of the rank most of his classmates would give him

Black squares contain names of absentee members and choices other than classmates

Group Rating

Individual Rating

	1	2	3	4	5
1	Rhoda Rilla Jill	<u>GAY</u>	Lois Berna Cathy Vicky		
2	Leo		Mary Rae	Don	Hugh Jean
3			Celia Jan Mae	Ted Mike	Joe Denny Rudy Fred
4					Eddie
5		Roger			Dan Wayne
0			Molly		Jeff Sara

Scores:

Self Rank..... 2

Group Rating.....65

Individual Rating..101

Key to scoring:

- 1 One of my best friends
- 2 Like to have him in my group
- 3 Like to be with him once in while
- 4 Prefer to have nothing to do with him
- 5 Wish he were not in my room

Individual Rating indicates subject's ranking of classmates

Group Rating indicates classmates' ranking of subject

Self Rank indicates subject's estimate of the rank most of his classmates would give him

Black squares contain names of absentee members and choices other than classmates

CLASSROOM SOCIAL DISTANCE SCALE

February 8, 1952

WAYNE

Group Rating

Individual Rating

	1	2	3	4	5
1	Jeff Lois Denny Vicky	<u>WAYNE</u> Dan Cathy Mary		Hugh	
2	Roger	Rilla Ted Sara Mike		Rhoda Nona	Paula
3	Joe Eddie	Jan Rae		Gay	
4	Celia Berna	Molly Mae	Jean	Jill	
5		Leo Fred			
0	Don			Rudy	

Scores:

Self Rank..... 2

Group Rating.....73

Individual Rating...68

Key to scoring:

- 1 One of my best friends
- 2 Like to have him in my group
- 3 Like to be with him once in while
- 4 Prefer to have nothing to do with him
- 5 Wish he were not in my room

Individual Rating indicates subject's ranking of classmates

Group Rating indicates classmates' ranking of subject

Self Rank indicates subject's estimate of the rank most of his
classmates would give himBlack squares contain names of absentee members and choices other
than classmates

Group Rating

Individual Rating

	1	2	3	4	5
1	Leo Joe Berna	<u>WAYNE</u> Dan Rilla Lois Cathy Denny Rudy	Celia	Vicky	
2	Don	Ted	Mary		Fred
3	Mike Eddie				Hugh
4	Jan	Mae		Jill	
5	Roger		Rae		Jean Rhoda Gay
0	Jeff	Molly	Sara		

Scores:

Self Rank..... 2

Group Rating.....65

Individual Rating...72

Key to scoring:

- 1 One of my best friends
- 2 Like to have him in my group
- 3 Like to be with him once in while
- 4 Prefer to have nothing to do with him
- 5 Wish he were not in my room

Individual Rating indicates subject's ranking of classmates

Group Rating indicates classmates' ranking of subject

Self Rank indicates subject's estimate of the rank most of his classmates would give him

Black squares contain names of absentee members and choices other than classmates

A comparison of the February and May Social Distance scales for Lois seemed to indicate a definite improvement in her relationships, as far as she is concerned, to the group since her individual score was lowered from sixty-seven to thirty-six. There was not much change in the feeling of the group toward Lois, as expressed on this scale.

The significant change in Berna's scales for May was that of shifting classmates from point four on the scale to point one. One pupil, Jan, was placed in fifth place and one, Nona, was no longer in school. On both scales Berna had twelve mutual friends in the first diagonal square. This would seem to confirm her gain in popularity on the March and May sociograms.

Eddie's Social Distance correlation sheets showed better acceptance of him by the group. In February nine classmates had rated him four or five, while in May only five classmates had given him these undesirable ratings. He had gained two mutual friends in rank one, "best friends."

Rhoda is an example of one who improved in group relationships but at the same time reduced mutual "best friends" in first place from ten to six. This was possible because of the eight children who gave Rhoda undesirable fourth and fifth place ratings in February, only two so rated her in May. Rhoda's correlation sheet indicated she was unaware of the group's improved feeling for her as she gave her self rank as five, or "one whom my classmates would prefer not to be in the group." Rhoda was a near-isolate on two sociograms but both committee choice and three best friends sociograms for May showed her with mutual friends.

Group Rating

Individual Rating

	1	2	3	4	5
1	Paula Rae Celia Mae Wayne Cathy Rilla	<u>LOIS</u> Berna Mary Jan Denny	Gay	Dan Nona Jill	
2	Molly Jean	Leo Fred		Rhoda Jeff	
3	Vicky Sara	Ted		Joe Eddie	
4	Mike			Hugh	
5			Roger		
0			Don		

Scores:

Self Rank..... 2

Group Rating.....55

Individual Rating...67

Key to scoring:

- 1 One of my best friends
- 2 Like to have him in my group
- 3 Like to be with him once in while
- 4 Prefer to have nothing to do with him
- 5 Wish he were not in my room

Individual Rating indicates subject's ranking of classmates

Group Rating indicates classmates' ranking of subject

Self Rank indicates subject's estimate of the rank most of his classmates would give him

Black squares contain names of absentee members and choices other than classmates

CLASSROOM SOCIAL DISTANCE SCALE

May 22, 1952

LOIS

Group Rating

Individual Rating



Scores:

Self Rank..... 2

Group Rating.....50

Individual Rating...36

Key to scoring:

- 1 One of my best friends
- 2 Like to have him in my group
- 3 Like to be with him once in while
- 4 Prefer to have nothing to do with him
- 5 Wish he were not in my room

Individual Rating indicates subject's ranking of classmates

Group Rating indicates classmates' ranking of subject

Self Rank indicates subject's estimate of the rank most of his classmates would give him

Black squares contain names of absentee members and choices other than classmates

Group Rating

Individual Rating

	1	2	3	4	5
1	BERN Cathy Jean Mary Molly Sara Roger Paula Rilla Rhoda Mae Gay Rae	Jill		Jan Nona Vicky Eddie Wayne Denny	
2	Celia Mike Jeff Lois	Ted	Joe		
3				Fred	
4		Leo		Hugh	
5			Dan		
0					

Scores:

Self Rank..... 1

Group Rating.....47

Individual Rating...60

Key to scoring:

- 1 One of my best friends
- 2 Like to have him in my group
- 3 Like to be with him once in while
- 4 Prefer to have nothing to do with him
- 5 Wish he were not in my room

Individual Rating indicates subject's ranking of classmates

Group Rating indicates classmates' ranking of subject

Self Rank indicates subject's estimate of the rank most of his classmates would give him

Black squares contain names of absentee members and choices other than classmates

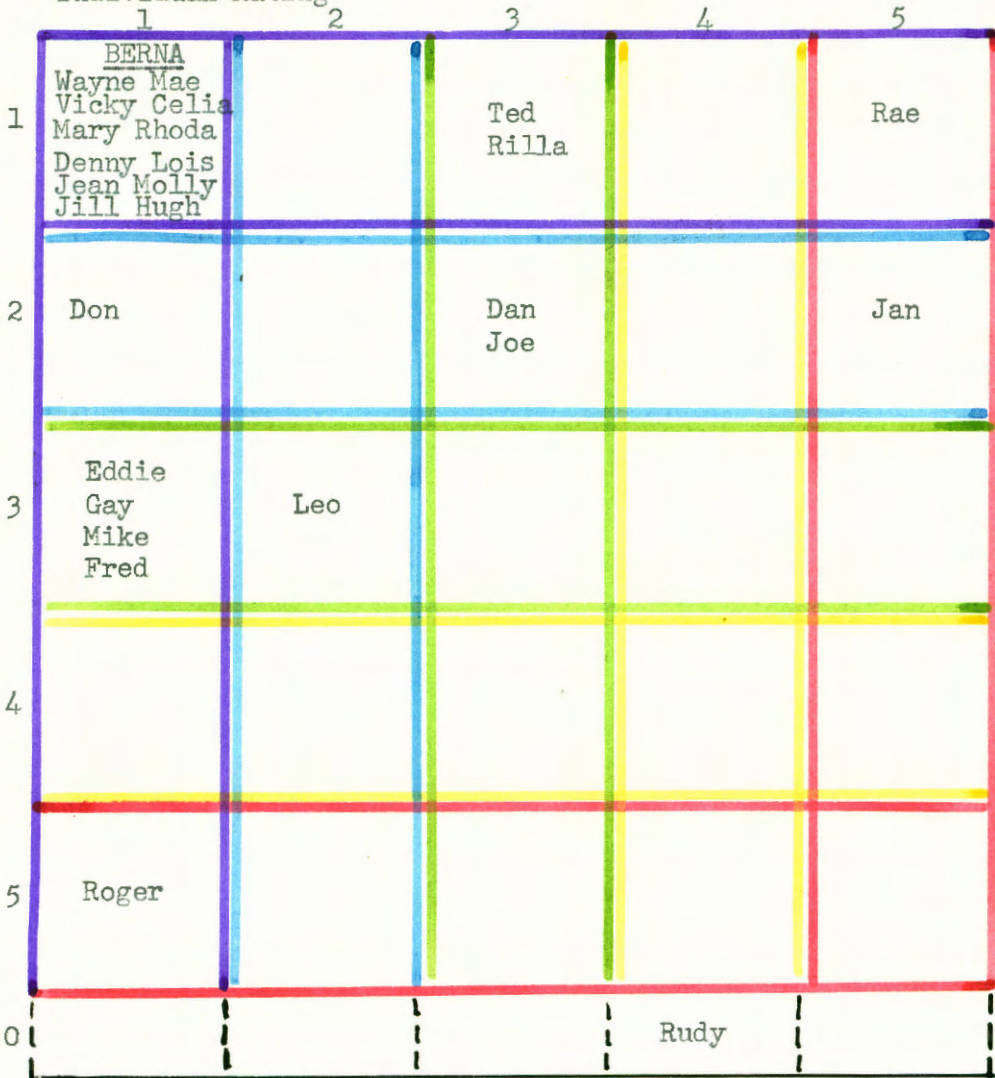
CLASSROOM SOCIAL DISTANCE SCALE

May 22, 1952

BERNA

Group Rating

Individual Rating



Scores:

Self Rank..... 1

Group Rating.....43

Individual Rating...46

Key to scoring:

- 1 One of my best friends
- 2 Like to have him in my group
- 3 Like to be with him once in while
- 4 Prefer to have nothing to do with him
- 5 Wish he were not in my room

Individual Rating indicates subject's ranking of classmates

Group Rating indicates classmates' ranking of subject

Self Rank indicates subject's estimate of the rank most of his classmates would give him

Black squares contain names of absentee members and choices other than classmates

Group Rating

Individual Rating

	1	2	3	4	5
1	Denny Rilla Mae		EDDIE Jan Wayne	Gay	
2	Jeff Mary Dan Mike Ted Sara		Fred Jill Rhoda		Nona
3	Joe Paula Roger		Celia		
4	Berna Cathy Molly		Jean Hugh Lois	Vicky	
5	Rae		Leo		
0	Don		Rudy		

Scores:

Self Rank..... 3

Group Rating.....77

Individual Rating...73

Key to scoring:

- 1 One of my best friends
- 2 Like to have him in my group
- 3 Like to be with him once in while
- 4 Prefer to have nothing to do with him
- 5 Wish he were not in my room

Individual Rating indicates subject's ranking of classmates

Group Rating indicates classmates' ranking of subject

Self Rank indicates subject's estimate of the rank most of his classmates would give him

Black squares contain names of absentee members and choices other than classmates

Group Rating

Individual Rating

	1	2	3	4	5
1	Joe Denny Don Fred Mae	Hugh	Lois Bernie Vicky Dan Rilla Wayne		<u>EDDIE</u>
2	Mike		Jill Ted Rae Mary		
3	Celia Rudy		Rhoda Molly		
4			Leo Jan	Roger	
5			Jean	Gay	
0	Jeff		Cathy Sara		

Scores:

Self Rank..... 5

Group Rating.....56

Individual Rating...70

Key to scoring:

- 1 One of my best friends
- 2 Like to have him in my group
- 3 Like to be with him once in while
- 4 Prefer to have nothing to do with him
- 5 Wish he were not in my room

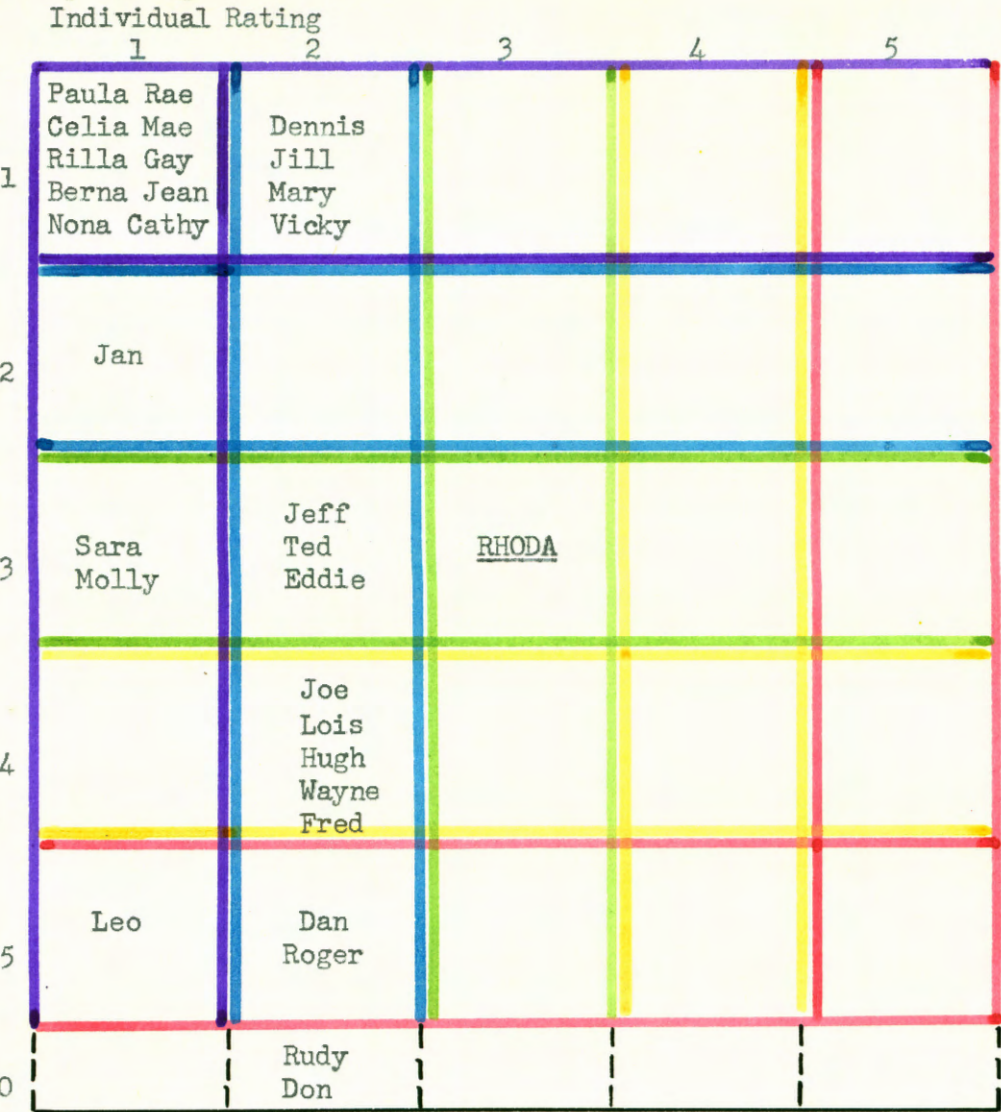
Individual Rating indicates subject's ranking of classmates

Group Rating indicates classmates' ranking of subject

Self Rank indicates subject's estimate of the rank most of his classmates would give him

Black squares contain names of absentee members and choices other than classmates

Group Rating



Scores:

Self Rank..... 3
Group Rating.....61
Individual Rating...70

Key to scoring:

- 1 One of my best friends
- 2 Like to have him in my group
- 3 Like to be with him once in while
- 4 Prefer to have nothing to do with him
- 5 Wish he were not in my room

Individual Rating indicates subject's ranking of classmates
Group Rating indicates classmates' ranking of subject
Self Rank indicates subject's estimate of the rank most of his classmates would give him
Black squares contain names of absentee members and choices other than classmates

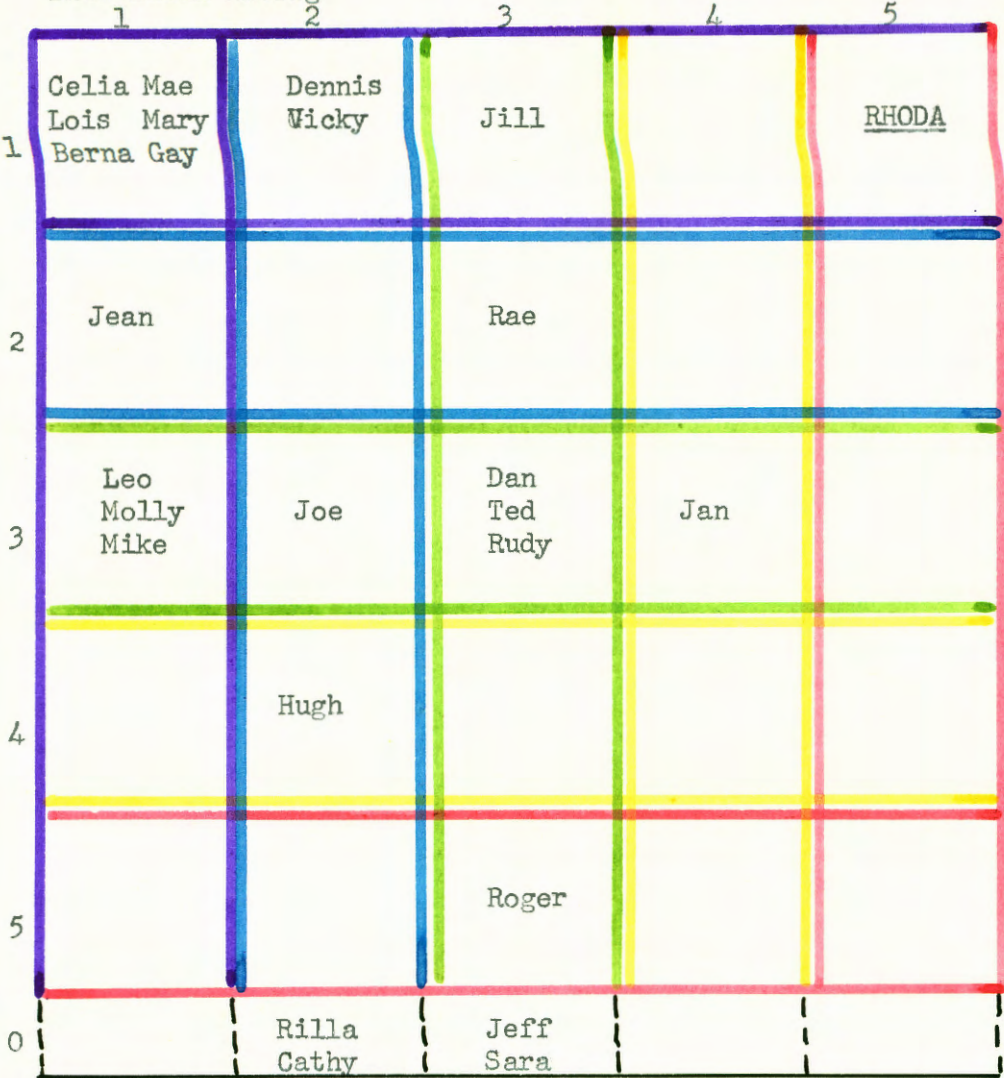
CLASSROOM SOCIAL DISTANCE SCALE

May 22, 1952

RHODA

Group Rating

Individual Rating



Scores:

Self Rank..... 5
Group Rating.....46
Individual Rating...50

Key to scoring:

- 1 One of my best friends
- 2 Like to have him in my group
- 3 Like to be with him once in while
- 4 Prefer to have nothing to do with him
- 5 Wish he were not in my room

Individual Rating indicates subject's ranking of classmates

Group Rating indicates classmates' ranking of subject

Self Rank indicates subject's estimate of the rank most of his classmates would give him

Black squares contain names of absentee members and choices other than classmates

Mae's correlation sheets showed seven mutual "best friends" in rank one and four others who rated her as "one of my best friends." Two of the seven, Mae had rated four and two she had rated three. Two boys, Ted and Don, whom she had ranked first, had given her a two rating. The teacher would have eleven or twelve children with whom Mae should be able to work satisfactorily, the seven mutuals, Jill and Joe, Ted and Don, and Leo who has a mutual third rating with Mae. Hugh and Mae seemed to have a mutual dislike.

Vicky was one who, by the end of the year, seemed to feel much more friendly toward the group as her individual score was lowered from sixty-five to thirty-two. Also, Vicky gained four mutual "best friends," but at the same time lost two whom she had in February. In February Vicky had rated seven pupils undesirably under scale points four and five but in May only one boy, Hugh, was given a four rating and no one was rated five. Although Vicky feels more friendly toward the group, it should be noted that only one pupil, Hugh, rated her higher than she rated him. Four pupils were mutual and all others rated her lower than she rated them. Her group score also gave this indication.

Denny's Social Distance correlation sheets illustrated how a negative shift could take place. In February, Denny gave every one in the class first rank or "best friend" rating. He remarked to the teacher at the time that "we are supposed to like everyone. We should be friendly with everyone." In May, however, Denny ranked two boys in fifth place, "Wish he were not in my room" and one boy, Joe, in fourth place which indicated that he didn't want to have anything

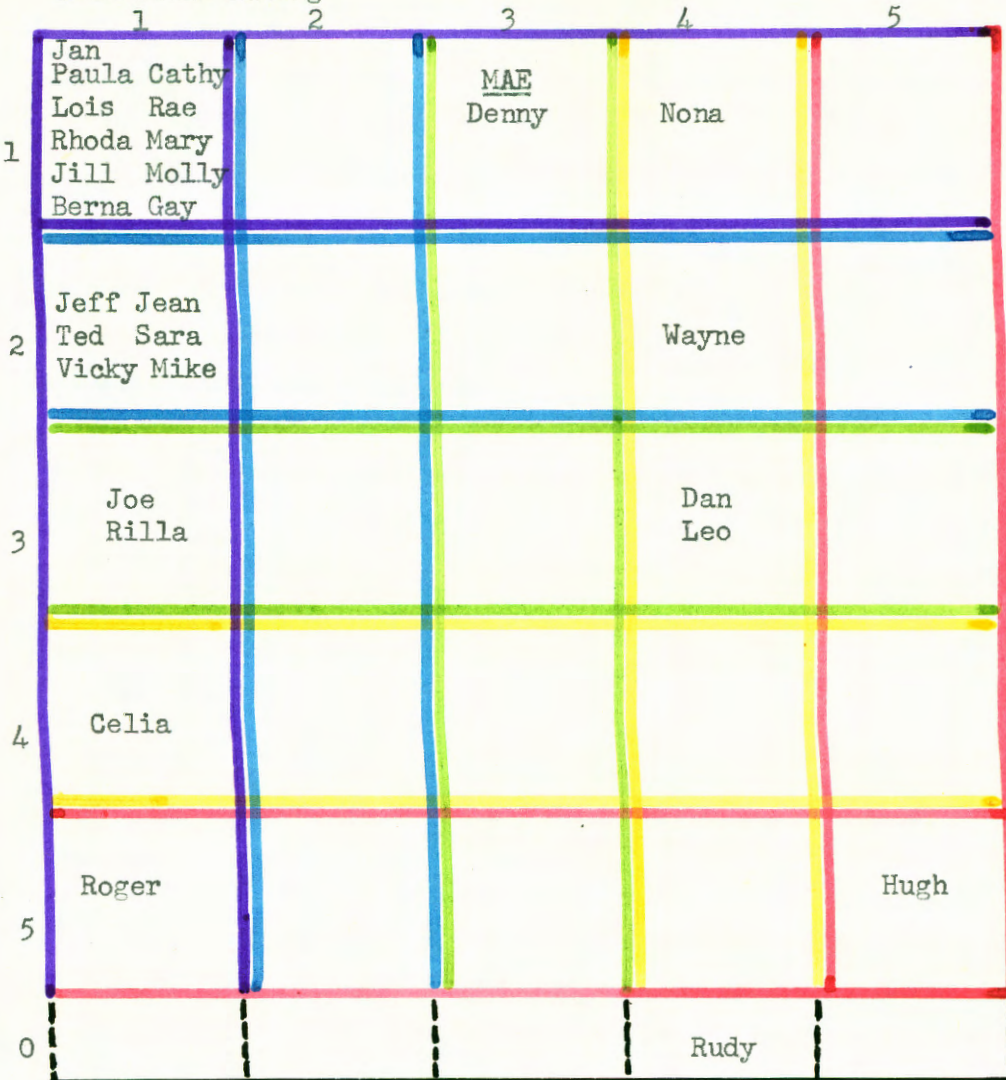
CLASSROOM SOCIAL DISTANCE SCALE

February 8, 1952

MAE

Group Rating

Individual Rating



Scores:

Self Rank..... 3

Group Rating..... 53

Individual Rating... 50

Key to scoring:

- 1 One of my best friends
- 2 Like to have him in my group
- 3 Like to be with him once in while
- 4 Prefer to have nothing to do with him
- 5 Wish he were not in my room

Individual Rating indicates subject's ranking of classmates

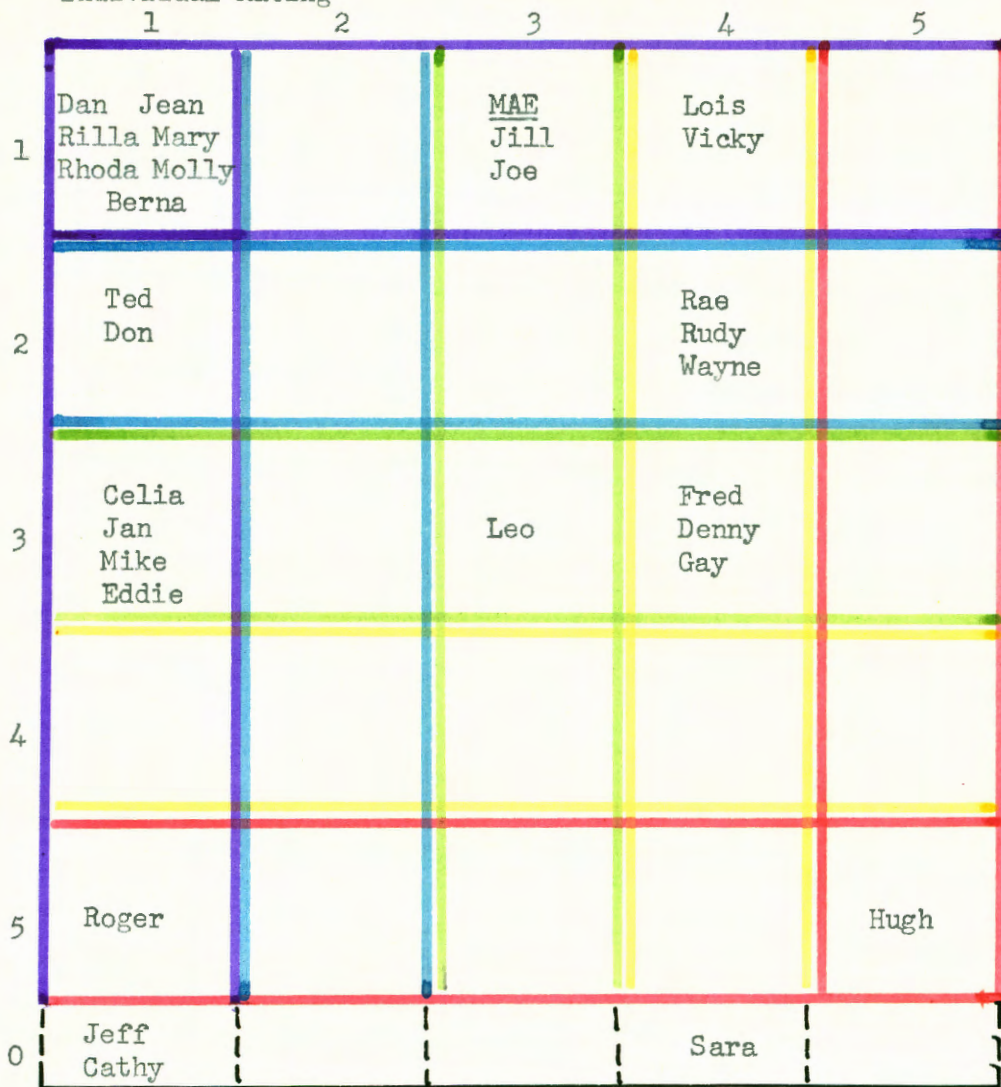
Group Rating indicates classmates' ranking of subject

Self Rank indicates subject's estimate of the rank most of his classmates would give him

Black squares contain names of absentee members and choices other than classmates

Group Rating

Individual Rating



Scores:

Self Rank..... 3

Group Rating.....55

Individual Rating...69

Key to scoring:

- 1 One of my best friends
- 2 Like to have him in my group
- 3 Like to be with him once in while
- 4 Prefer to have nothing to do with him
- 5 Wish he were not in my room

Individual Rating indicates subject's ranking of classmates

Group Rating indicates classmates' ranking of subject

Self Rank indicates subject's estimate of the rank most of his classmates would give him

Black squares contain names of absentee members and choices other than classmates

Group Rating

Individual Rating

	1	2	3	4	5
1	Nona Wayne Cathy	<u>VICKY</u> Mae	Lois	Denny	
2	Rilla Ted Rae Rhoda	Sara Jan			Gay
3	Paula Mary Berna	Jean Jeff	Celia	Eddie Mike	
4		Fred Hugh		Jill Joe	
5		Roger Dan			Leo
0	Molly				

Scores:

Self Rank..... 2

Group Rating.....75

Individual Rating...65

Key to scoring:

- 1 One of my best friends
- 2 Like to have him in my group
- 3 Like to be with him once in while
- 4 Prefer to have nothing to do with him
- 5 Wish he were not in my room

Individual Rating indicates subject's ranking of classmates

Group Rating indicates classmates' ranking of subject

Self Rank indicates subject's estimate of the rank most of his classmates would give him

Black squares contain names of absentee members and choices other than classmates

Group Rating

Individual Rating

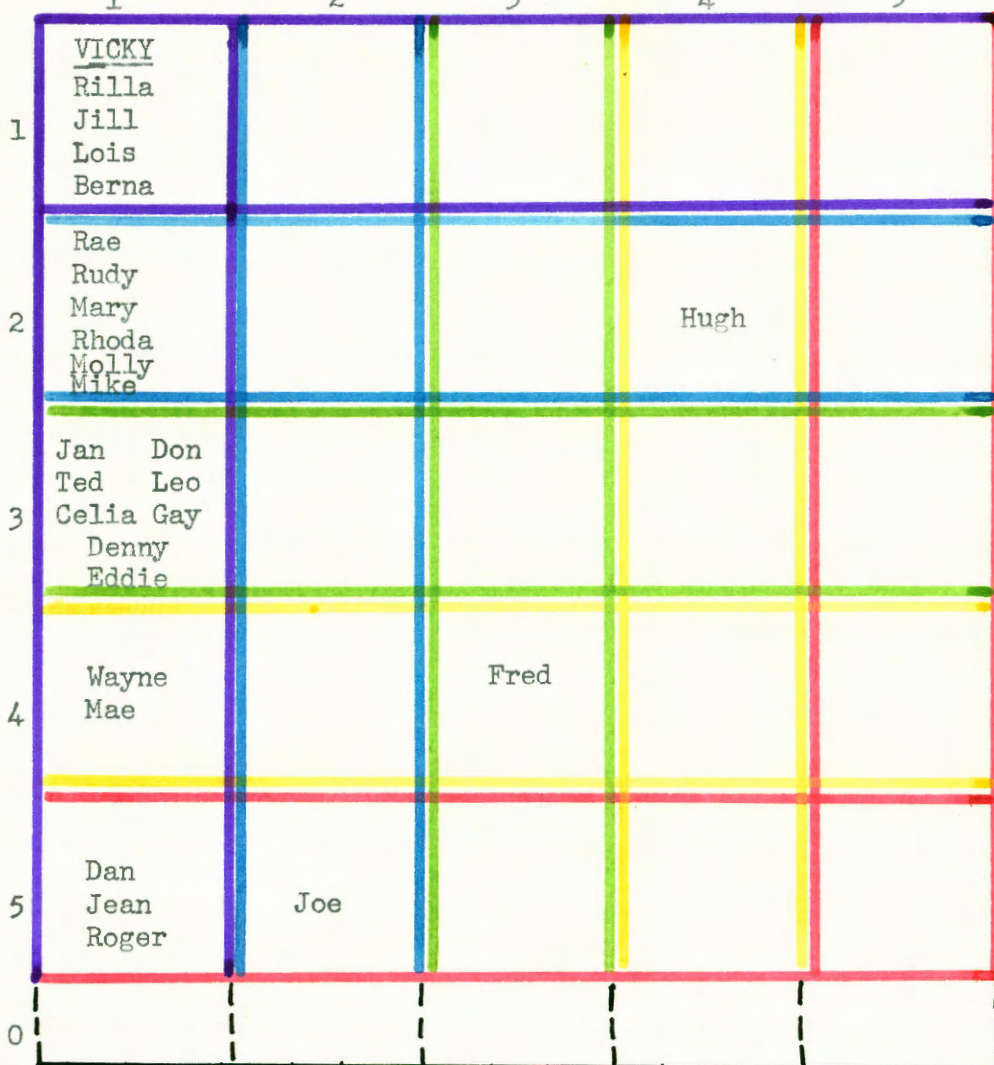
1

2

3

4

5



Scores:

Self Rank..... 1

Group Rating.....74

Individual Rating...32

Key to scoring:

- 1 One of my best friends
- 2 Like to have him in my group
- 3 Like to be with him once in while
- 4 Prefer to have nothing to do with him
- 5 Wish he were not in my room

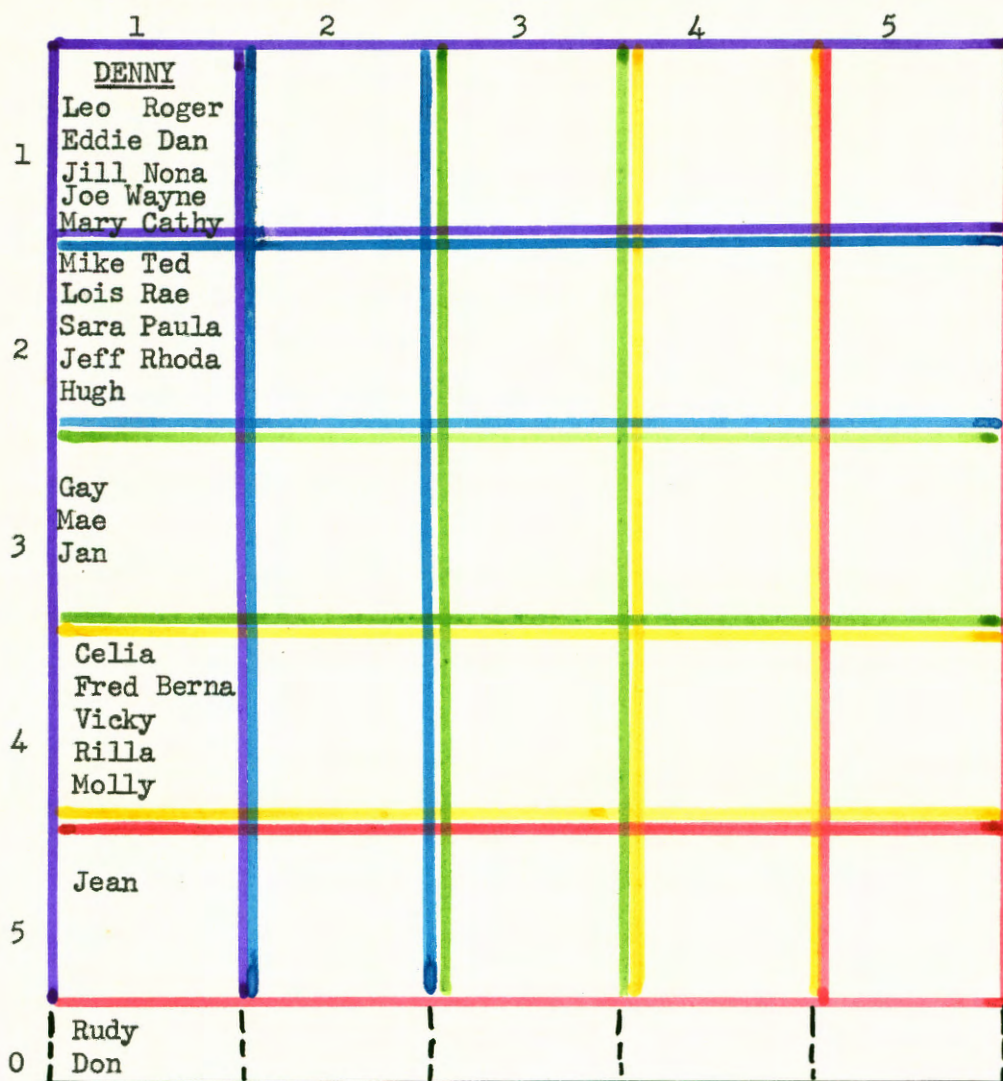
Individual Rating indicates subject's ranking of classmates

Group Rating indicates classmates' ranking of subject

Self Rank indicates subject's estimate of the rank most of his classmates would give him

Black squares contain names of absentee members and choices other than classmates

Individual Rating



Scores:

Self Rank..... 1
Group Rating..... 66
Individual Rating... 31

Key to scoring:

- 1 One of my best friends
- 2 Like to have him in my group
3. Like to be with him once in while
- 4 Prefer to have nothing to do with him
- 5 Wish he were not in my room

Individual Rating indicates subject's ranking of classmates
Group Rating indicates classmates' ranking of subject
Self Rank indicates subject's estimate of the rank most of his classmates would give him
Black squares contain names of absentee members and choices other than classmates

Group Rating

Individual Rating

	1	2	3	4	5
1	DENNY Eddie Berna Rilla	Don Rudy	Vicky Dan Jill Celia	Joe	
2	Molly Rhoda Ted Rae		Fred Wayne Mary Lois		
3	Mike Jean				Hugh
4	Roger		Mae Jan		
5			Gay		Leo
0					

Scores:

Self Rank..... 1
 Group Rating.....57
 Individual Rating....61

Key to scoring:

- 1 One of my best friends
- 2 Like to have him in my group
- 3 Like to be with him once in while
- 4 Prefer to have nothing to do with him
- 5 Wish he were not in my room

Individual Rating indicates subject's ranking of classmates

Group Rating indicates classmates' ranking of subject

Self Rank indicates subject's estimate of the rank most of his
 classmates would give him

Black squares contain names of absentee members and choices
 other than classmates

to do with him. It is possible that this shift indicated improved insights and possibly mental health for Denny as his need to place everyone in the first rating in February may have been part of, or a result of, his main problems of withdrawal, insecurity and over-conformity. His improved relationship with the group and his growth during the year may have had a freeing effect, sufficient to allow him to express more of his true feeling that he was able to do in February.

The social distance scales showed more scope in the inter-relationships of the classroom group. They showed that nearly all children were disliked by at least one child and everyone was liked by someone. This seemed a more encouraging view than that gained from the sociograms alone. The teacher was easily able to determine which members might be expected to work together easily and which ones would likely not be able to work harmoniously. The graph which has been devised by this writer has other advantages in addition to those pointed out in this study.

5. Social Analysis of the Classroom

This instrument was first devised and used by Cunningham¹ as an adaptation of the Guess-Who type of tool. The children were asked to record names of classmates who fitted the descriptions listed on the sheet. If one of the descriptions fitted himself, the pupil wrote "myself" in the appropriate space. If the description seemed to fit no one he wrote "none" in the space. When five or more group members had recorded a pupil's name under any one item, it was considered that the description in some degree was characteristic of that person.

When examining the papers, it seemed important to consider the individual's placement of himself as well as the responses of the group. The main value in this instrument, was that of observing the pupils' reactions to each other and their feelings about themselves, as indicated by them. The teacher could then compare her own judgment with the responses of the children, since she and the student teachers filled out the same forms as the children.

For the purpose of this study, key descriptions were selected from the entire instrument, after the pupils had completed it. Those selected were items which appeared to have some relationship to the main problems of the group, as indicated earlier in this study. Table XIII records the children's choices for March and May for the selected items. It also shows the teachers' selections for the same items.

1. Cunningham, op. cit., pp. 419-20.

Table XIII

SOCIAL ANALYSIS OF THE CLASSROOM

Descriptions	March		May	
	Pupil	Teacher	Pupil	Teacher
1. Here is someone who finds it hard to sit still in class.	Leo #Gay* #Nona* #Vicky	#Gay #Nona Leo	#Gay #Hugh #Vicky Eddy	#Gay #Hugh #Vicky
3. Here is someone who likes to talk a lot. Always has something to say.	#Hugh* Rae	#Hugh Rae #Nona	#Hugh Rae Jan Cathy Sara	#Hugh Rae Jan Cathy Sara Leo
4. Here is someone who doesn't like to talk very much, is very quiet, even when nearly everyone else is talking.	Ted* Molly	Ted Mary Paula #Mae #Berna	#Gay #Vicky #Mae* #Rudy* #Roger #Berna	#Mae Ted
8. Here is someone who is always worried or scared, who won't take a chance when something unexpected or unusual happens.	#Paula #Nona Sara*	#Paula #Nona Sara Mary	Sara #Roger*0 ¹	#Denny
12. Here is someone who never seems to have a good time.	#Nona	#Nona	#(Denny*3) #(Roger*3)	#Roger #Denny
14. Here is someone who always seems rather sad, worried, or unhappy.	#Nona	#Nona #Paula #Gay	#Mae #Vicky #Gay #(Rudy*3)	#Denny #Gay #Roger
20. Here is someone whom nobody likes	#Hugh #Nona	#Hugh #Nona #Roger #Gay	#Vicky #Gay Leo	#Vicky #Gay
26. Here is someone who cannot appreciate a joke.	Leo #Hugh Jean #Nona	#Nona #Dan #Denny Jean Leo	Jan Rae #(Hugh*2)	Jan #Denny

* agreement between class choice and choice by self.

Class — five or more members recorded pupil's name for item.

1. (Name * number) — child chose himself for item, but class did not. Number indicates number of choices from group.

An analysis of Table XIII showed considerable agreement in choices by pupils and teachers, although more consistency of choices seemed to exist in March than in May. In general, the teachers tended to list more pupils under each description than did the group as a whole. Apparently an insufficient number of the group were in agreement to allow for the five choices considered necessary to determine a class choice. Further examination did reveal, however, that both the pupils' and the teachers' choices were consistent in respect to certain children. In March, sixty-eight per cent of choices by classmates were given to various children in the group of twelve under special study, while sixty-eight per cent were given these pupils by the teachers. Again in May, the classmates gave sixty-three per cent of choices to children in the special group while the teachers gave pupils from the special group sixty-seven per cent of choices. For certain pupils the opposite was true. In March, the classmates listed Nona for thirty-two per cent of all choices. The teachers, however, listed Nona for only sixteen per cent of their choices. At this same time, Hugh was listed for sixteen per cent of the pupil choices and for only seven per cent of the teachers' choices. On the May chart, both Gay and Vicky received seventeen per cent of the pupil choices and fourteen and nine per cent respectively from the teachers. This suggested that the class group was considerably aware of the problems the children in the special group were facing, and that they attributed certain of

these pupils with more undesirable characteristics than did the teachers. It was interesting to note that Hugh, who had been responsible for sixteen per cent of the children's choices in March, was responsible for only eight per cent of their choices in May. Nona had transferred before the end of the term.

It was felt that this instrument gave some support to other measures. It also gave one new check, that of finding the reactions of the pupils to others in the group in regard to certain described qualities. The Classroom Social Distance Scale, in contrast, was restricted to the degree of friendliness or warmth toward individuals in the group. It did not give any indication of qualities which might account for the lack of warmth shown the individuals.

6. Personality Tests.

The California Test of Personality—Elementary Form A was administered in January and in May as one means of analyzing individual and group needs. While the reliability of the sub-tests of this measure do not warrant its use as a diagnostic instrument, it was felt by Cunningham¹ that it might serve as an instrument for pointing up group problem areas. Cunningham suggested that when a considerable number of the class gave a poor answer, that some attention in that area was needed by the group. Table XIII gives individual scores on the Self-Adjustment section, the Social Adjustment section, and for the total test. Tables XIV to XXXVIII show the group and individual total scores on sub-parts of the test and also tabulated the per cent of children responsible for poor answers.

It should be recalled at this time that in September, the teacher had selected twelve children who seemed to be most in need of help in making adjustment. This group is referred to as Group I in Tables XIV to XXXVIII.

The per cent of poor answers given by this group has been compared with the per cent of poor answers given by the remainder of the group. This comparison showed that the per cent of poor answers for the special group tended to be considerably larger than did those for the larger group.

Table XIV

MEMBERS RESPONSIBLE FOR POOR ANSWERS
ON THE CALIFORNIA TEST OF PERSONALITY

I A. Self-Reliance

January, 1952

	1	2	3	4	5	6	7	8	9	10	11	12	
Rae							x						1
Celia			x	x			x	x					4
Rilla				x				x					2
Molly	x					x		x					3
Cathy	x				x		x	x			x		5
Mike			x	x							x		3
Jeff								x			x		2
Jean	x			x				x					3
Don													0
Lois			x		x								2
Jan				x				x					2
Joe		x	x			x		x					4
Ted			x		x			x					3
Eddie								x	x	x			3
Leo	x							x					2
Jill	x		x					x					3
Mary	x		x		x			x			x		5
Fred		x				x		x	x				4
Rhoda			x							x			2
Sara				x				x					2
Rudy			x										1
Mae			x		x					x			3
Paula					x			x					2
Hugh											x		1
Gay					x		x	x					3
Berna	x	x						x					3
Vicky	x		x		x	x	x	x			x		7
Denny			x		x		x	x	x	x	x	x	8
Dan	x			x	x								3
Roger	x			x				x		x		x	5
Nona	x		x		x	x		x			x		6
Wayne	x		x			x	x	x	x				6
	12	3	14	8	11	6	6	23	5	4	9	2	
Group Mean													3.2

Special group representing 37.5% of total group gave 46.6% of poor answers.

Remainder of group representing 75% of total group gave 63.4% of poor answers.

Table XV

MEMBERS RESPONSIBLE FOR POOR ANSWERS
ON THE CALIFORNIA TEST OF PERSONALITY

I B. Sense of Personal Worth

January, 1952

	13	14	15	16	17	18	19	20	21	22	23	24	
Rae				x	x			x					3
Celia													0
Rilla			x	x	x			x					4
Molly					x								1
Cathy													0
Mike		x	x				x	x					4
Jeff						x	x	x					2
Jean		x	x	x			x	x					5
Don							x						1
Lois													0
Jan								x			x		2
Joe			x										1
Ted							x						1
Eddie								x					1
Leo								x					1
Jill											x		1
Mary		x											1
Fred	x		x		x	x							4
Rhoda	x	x									x		3
Sara					x		x						2
Rudy		x	x			x	x	x		x	x		7
Mae			x				x						2
Paula	x	x	x			x							4
Hugh		x					x						2
Gay	x	x	x			x		x					5
Berna			x					x					2
Vicky	x	x			x			x			x		5
Denny					x	x	x	x					4
Dan			x				x	x					3
Roger				x				x			x		3
Nona	x				x	x		x			x		5
Wayne		x		x	x	x	x						5
	6	10	11	5	9	7	12	16	0	1	7	0	
	Group Mean												2.5

Special group representing 37.5% of total group gave 55.73% of
poor answers.
Remainder of group representing 62.5% of total group gave 45.27% of
poor answers.

Table XVI

MEMBERS RESPONSIBLE FOR POOR ANSWERS
ON THE CALIFORNIA TEST OF PERSONALITYI C. Sense of Personal Freedom
January, 1952

	25	26	27	28	29	30	31	32	33	34	35	36	
Rae											x		1
Celia													0
Rilla									x				1
Molly				x	x	x	x	x					5
Cathy						x							1
Mike				x		x							2
Jeff			x					x				x	3
Jean			x										1
Don			x										1
Lois				x									1
Jan				x				x					2
Joe				x									0
Ted			x										1
Eddie			x						x				2
Leo							x	x		x			3
Jill				x	x		x				x		4
Mary			x		x								2
Fred												x	1
Rhoda			x	x				x			x		4
Sara													0
Rudy							x	x					2
Mae	x										x		2
Paula													0
Hugh			x	x	x		x			x	x		6
Gay			x	x		x		x	x				5
Berna				x			x	x	x				4
Vicky				x			x				x		3
Denny			x	x									2
Dan		x	x				x						3
Roger			x								x	x	3
Nona	x				x			x	x				4
Wayne		x	x	x					x	x		x	6
	2	2	13	12	5	4	8	9	6	3	7	4	
Group Mean													2.2

Special group representing 37.5% of total group gave 53.33% of poor answers.

Remainder of group representing 52.5% of total group gave 36.26% of poor answers.

Table XV

MEMBERS RESPONSIBLE FOR POOR ANSWERS
ON THE CALIFORNIA TEST OF PERSONALITY

I D. Feeling of Belonging

January, 1952

	37	38	39	40	41	42	43	44	45	46	47	48	
Rae							x				x		2
Celia							x	x					2
Rilla													0
Molly									x				1
Cathy													0
Mike	x		x		x				x				4
Jeff													0
Jean													0
Don													0
Lois													0
Jan													0
Joe													0
Ted													0
Eddie	x								x				2
Leo									x				1
Jill							x						1
Mary													0
Fred							x			x		x	3
Rhoda													0
Sara													0
Rudy													0
Mae													0
Paula									x				1
Hugh									x				1
Gay	x		x										2
Berna	x												1
Vicky							x	x					2
Denny							x						1
Dan	x											x	2
Roger			x	x						x	x	x	5
Nona	x		x				x						3
Wayne			x		x		x	x	x	x		x	7
	6	0	5	1	2	0	8	3	7	3	2	4	
Group Mean													1.28

Special group representing 37.5% of total group gave 60.97% of poor answers.

Remainder of group representing 62.5% of total group gave 39.03% of poor answers.

Table XVIII

MEMBERS RESPONSIBLE FOR POOR ANSWERS
ON THE CALIFORNIA TEST OF PERSONALITY

I E. Withdrawing Tendencies

January, 1952

	49	50	51	52	53	54	55	56	57	58	59	60	
Rae								x					1
Celia	x	x		x	x			x					5
Rilla					x							x	2
Molly		x						x					2
Cathy	x	x		x	x		x	x					6
Mike		x			x		x		x			x	5
Jeff			x			x		x				x	4
Jean	x	x			x		x	x	x				6
Don			x				x						2
Lois				x									1
Jan		x		x				x					3
Joe		x	x										2
Ted		x											1
Eddie		x											1
Leo		x					x						2
Jill		x						x				x	3
Mary	x	x					x	x					4
Fred	x									x	x		3
Rhoda								x				x	2
Sara		x											1
Rudy	x	x	x		x		x	x	x	x		x	9
Mae		x					x	x				x	4
Paula		x					x						2
Hugh	x	x		x			x						4
Gay		x					x	x	x				4
Berna	x												1
Vicky	x				x			x	x			x	5
Denny		x	x	x	x		x	x	x			x	8
Dan		x	x		x		x	x			x	x	7
Roger	x	x			x		x	x			x		6
Nona	x	x		x	x	x	x	x	x	x	x	x	11
Wayne	x		x		x	x	x		x		x	x	8
	12	22	7	7	12	3	16	18	8	3	5	12	
	Group Mean												3.9

Special group representing 37.5% of the total group gave 55.20% of
poor answers.

Remainder of group representing 62.5% of total group gave 44.80% of
poor answers.

Table XIX

MEMBERS RESPONSIBLE FOR POOR ANSWERS
ON THE CALIFORNIA TEST OF PERSONALITYI.F. Nervous Symptoms
January, 1952

	61	62	63	64	65	66	67	68	69	70	71	72	
Rae													0
Celia				x		x							2
Rilla										x			1
Molly	x					x							2
Cathy		x	x	x			x	x		x			6
Mike													0
Jeff				x			x		x				3
Jean		x		x		x							3
Don													0
Lois				x		x							2
Jan													0
Joe													0
Ted	x	x											2
Eddie			x	x	x		x						4
Leo													0
Jill	x	x			x								3
Mary			x										1
Fred				x				x					x
Rhoda	x					x	x			x	x	x	6
Sara						x				x			2
Rudy	x	x				x			x				4
Mae		x	x		x		xx	x		x	x		7
Paula			x	x		x	x	x				x	6
Hugh	x	x	x							x			4
Gay													0
Berna	x	x			x			x		x	x		6
Vicky				x					x			x	3
Denny	x		x	x	x			x				x	6
Dan	x	x	x							x			4
Roger	x	x	x	x		x	x	x		x			8
Nona	x	x		x		x		x	x	x		x	5
Wayne	x		x						x		x		4
	12	11	10	12	5	10	7	8	5	10	4	5	
Group Mean													3.3

Special group representing 37.5% of total group gave 60.60% of poor answers.

Remainder of group representing 62.5% of total group gave 39.40% of poor answers.

Table XX

MEMBERS RESPONSIBLE FOR POOR ANSWERS
ON THE CALIFORNIA TEST OF PERSONALITYII A. Social Standards
January, 1952

	73	74	75	76	77	78	79	80	81	82	83	84	
Rae													0
Celia													0
Rilla	x						x						2
Molly	x												1
Cathy													0
Mike	x												1
Jeff	x		x										1
Jean										x			2
Don													0
Lois													0
Jan		x											1
Joe	x						x						2
Ted	x					x							2
Eddie													0
Leo	x					x							2
Jill													0
Mary	x					x							2
Fred	x	x					x						3
Rhoda													0
Sara													0
Rudy	x	x					x			x			4
Mae			x			x							2
Paula													0
Hugh						x							1
Gay	x						x						2
Berna													0
Vicky													0
Denny		x	x										2
Dan	x						x						2
Roger											x		1
Nona						x			x				2
Wayne		x	x		x	x	x					x	6
	12	5	4	0	1	7	7	0	1	0	2	2	
Group Mean													1.28

Special group representing 37.5% of total group gave 53.60% of poor answers.

Remainder of group representing 62.5% of total group gave 36.40% of poor answers.

Table XXI

MEMBERS RESPONSIBLE FOR POOR ANSWERS
ON THE CALIFORNIA TEST OF PERSONALITY

II B. Social Skills

January, 1952

	85	86	87	88	89	90	91	92	93	94	95	96	
Rae		x							x				2
Celia	x								x				2
Rilla			x		x			x	x				4
Molly													0
Cathy		x											1
Mike	x												1
Jeff	x								x				2
Jean									x				1
Don	x						x						2
Lois								x	x				2
Jan													0
Joe	x												1
Ted	x												1
Eddie	x												1
Leo	x				x		x						3
Jill	x												1
Mary	x								x				2
Fred		x	x					x	x				4
Rhoda	x												1
Sara													0
Rudy	x				x				x				3
Mae													0
Paula					x	x			x				3
Hugh	x								x				2
Gay	x							x					2
Berna						x							1
Vicky	x	x			x								3
Denny	x	x			x			x	x		x		5
Dan	x				x				x		x		4
Roger					x	x		x	x				4
Nona	x		x	x	x				x				5
Wayne	x		x	x			x			x			5
	18	5	4	2	9	3	3	6	15	1	0	1	

Group Mean 2.09

Special group representing 37.5% of total group gave 55.22% of poor answers.

Remainder of group representing 62.5% of total group gave 44.78% of poor answers.

Table XXII

MEMBERS RESPONSIBLE FOR POOR ANSWERS
ON THE CALIFORNIA TEST OF PERSONALITYII C. Anti-Social Tendencies
January, 1952

	97	98	99	100	101	102	103	104	105	106	107	108	
Rea													0
Celia													0
Rilla													0
Molly													0
Cathy									x				1
Mike									x		x		2
Jeff	x				x	x							3
Jean	x										x		2
Don									x				1
Lois													0
Jan													0
Joe					x								1
Ted													0
Eddie													0
Leo	x							x					2
Jill	x												1
Mary	x				x								2
Fred	x					x		x	x				4
Rhoda											x		1
Sara			x	x									2
Rudy	x							x			x		3
Mae			x										1
Paula													0
Hugh	x				x						x		3
Gay								x					1
Berna								x	x		x		3
Vicky	x							x	x		x		4
Denny	x				x						x		3
Dan		x						x	x	x			4
Roger	x												1
Nona								x	x		x		3
Wayne	x		x		x		x		x		x		6
	12	1	3	1	6	2	1	8	9	1	10		Group Mean 1.6

Special Group representing 37.5% of total group gave 59.25% of poor answers.

Remainder of group representing 62.5% of total group gave 40.75% of poor answers.

Table XXIII

MEMBERS RESPONSIBLE FOR POOR ANSWERS
ON THE CALIFORNIA TEST OF PERSONALITY

II D. Family Relations

January, 1952

	109	110	111	112	113	114	115	116	117	118	119	120	
Rae													0
Celia							x						1
Rilla													0
Molly													0
Cathy													0
Mike					x								1
Jeff													0
Jean			x	x	x	x							4
Don													0
Lois													0
Jan							x						1
Joe													0
Ted													0
Eddie													0
Leo													0
Jill			x										1
Mary													0
Fred								x					1
Rhoda													0
Sara													0
Rudy		x											1
Mae								x					1
Paula		x											1
Hugh				x									1
Gay		x											1
Berna		x					x	x					3
Vicky						x	x	x		x			4
Denny					x								1
Dan		x											1
Roger	x			x		x		x		x			5
Nona		x	x					x					3
Wayne	x	x						x	x			x	5
	2	7	3	3	3	3	4	7	1	2	0	1	
Group Mean 1.1													

Special group representing 37.5% of total group gave 75% of poor answers.
 Remainder of group representing 62.5% of total group gave 25% of poor answers.

Table XXIV

MEMBERS RESPONSIBLE FOR POOR ANSWERS
ON THE CALIFORNIA TEST OF PERSONALITY

II E. School Relations

January, 1952

	121	122	123	124	125	126	127	128	129	130	131	132	
Rae													0
Celia													0
Rilla													0
Molly								x					1
Cathy													0
Mike		x				x							2
Jeff				x									2
Jean	x					x			x	x		x	5
Don									x				1
Lois													0
Jan													0
Joe													0
Ted								x					1
Eddie										x			1
Leo									x				1
Jill													0
Mary	x						x			x			3
Fred			x							x			2
Rhoda													0
Sara													0
Rudy									x	x	x		3
Mae		x											1
Paula										x			1
Hugh													0
Gay													0
Berna		x								x	x	x	3
Vicky						x	x			x	x	x	5
Denny		x						x	x	x			4
Dan	x	x		x	x			x			x	x	7
Roger		x				x		x		x			4
Nona					x		x		x	x			4
Wayne	x	x				x			x	x			5
	4	7	1	2	2	5	3	5	8	11	5	3	
Group Mean													1.75

Special group representing 37.5% of total group gave 66.07% of poor answers
 Remainder of group representing 75% of total group gave 33.93% of poor answers.

Table XXV

MEMBERS RESPONSIBLE FOR POOR ANSWERS
ON THE CALIFORNIA TEST OF PERSONALITY

II F. Community Relations

January, 1952

	133	134	135	136	137	138	139	140	141	142	143	144	
Rae													0
Celia											x		1
Rilla													0
Molly													0
Cathy													0
Mike													0
Jeff			x										1
Jean			x										1
Don													0
Lois											x		1
Jan													0
Joe													0
Ted													0
Eddie					x								1
Leo													0
Jill			x								x		2
Mary													0
Fred				x			x	x					3
Rhoda													0
Sara													0
Rudy													0
Mae			x										1
Paula							x						1
Hugh			x				x						2
Gay	x							x					2
Berna			x										1
Vicky			x										1
Denny													0
Dan			x								x		2
Roger			x		x								2
Nona			x				x						2
Wayne		x	x	x		x			x	x	x	x	8
	1	1	11	2	2	1	4	2	1	1	2	4	
Group Mean 1													

Special group representing 37.5% of total group gave 68.12% of poor answers.

Remainder of group representing 62.5% of total group gave 31.88% of poor answers.

Table XXVI

MEMBERS RESPONSIBLE FOR POOR ANSWERS
ON THE CALIFORNIA TEST OF PERSONALITY

I A. Self-Reliance

May, 1952

	1	2	3	4	5	6	7	8	9	10	11	12	
Rae	x	x											2
Celia			x		x			x					3
Rilla				x									1
Molly								x					1
Cathy	x		x					x					3
Mike											x		1
Jeff				x				x			x		3
Jean									x				1
Don	x												1
Lois									x				1
Jan													0
Joe													0
Ted					x	x			x		x		4
Eddie							x	x					2
Leo	x				x			x		x	x	x	6
Jill													0
Mary													0
Fred		x	x			x	x	x	x	x	x		8
Rhoda	x		x				x	x					4
Sara								x					1
Rudy								x		x	x		3
Mae		x	x		x			x			x		5
Paula													
Hugh	x										x		2
Gay	x			x	x			x					4
Berna			x		x			x	x				4
Vicky	x				x		x		x				4
Denny					x			x	x		x		4
Dan	x												1
Roger								x	x	x			3
Nona													
Wayne	x				x					x	x	x	5
	10	3	6	3	9	1	4	16	8	5	10	2	
Group Mean													2.56

Special group representing 33.3% of total group gave 45.4% of poor answers

Remainder of group representing 66.7% of total group gave 54.6% of poor answers

Table XXVII

MEMBERS RESPONSIBLE FOR POOR ANSWERS
ON THE CALIFORNIA TEST OF PERSONALITY

I B. Sense of Personal Worth

May, 1952

	13	14	15	16	17	18	19	20	21	22	23	24	
Rae						x		x					2
Celia								x					1
Rilla													0
Molly													0
Cathy							x						1
Mike													0
Jeff							x	x					2
Jean		x			x		x	x	x				5
Don		x											0
Lois		x						x					2
Jan							x	x					2
Joe													0
Ted		x											1
Eddie								x					1
Leo		x	x										2
Jill					x								1
Mary											x		1
Fred	x		x			x	x					x	5
Rhoda		x	x		x		x	x			x		6
Sara													0
Rudy	x	x				x		x			x		5
Mae							x						1
Hugh		x				x	x	x		x			5
Gay	x	x	x			x							4
Berna	x		x					x					3
Vicky	x	x	x	x				x				x	6
Denny	x	x	x			x		x					5
Dan							x						1
Roger	x	x		x				x	x	x			6
Wayne	x	x	x	x	x	x	x	x			x	x	10
	8	12	8	3	4	7	10	15	2	2	4	3	
Group Mean													2.60

Special group representing 33.3% of total group gave 58.9% of poor answers

Remainder of group representing 66.7% of total group gave 41.1 of poor answers.

Table XXVIII

MEMBERS RESPONSIBLE FOR POOR ANSWERS
ON THE CALIFORNIA TEST OF PERSONALITY

I C. Sense of Personal Freedom

May, 1952

	25	26	27	28	29	30	31	32	33	34	35	36	
Rae						x			x				2
Celia													0
Rilla													0
Molly					x			x	x		x		4
Cathy			x								x		2
Mike													0
Jeff			x										1
Jean													0
Don			x						x				2
Lois				x			x		x				3
Jan				x									1
Joe													0
Ted			x	x					x				3
Eddie													0
Leo													0
Jill				x				x					2
Mary			x										1
Fred												x	1
Rhoda			x				x	x	x	x			5
Sara													0
Rudy					x			x					2
Mae			x		x								2
Hugh													0
Gay	x			x									2
Berna			x										1
Vicky				x		x							2
Denny			x										1
Dan		x		x									2
Roger		x				x	x						3
Wayne			x			x	x	x	x		x		6
	1	2	10	7	3	4	4	5	7	1	3	1	
	Group Mean												1.6

Special group representing 33.3% of total group gave 43.7% of poor answers
 Remainder of group representing 75% of total group gave 63.4% of poor answers

Table XXIX

MEMBERS RESPONSIBLE FOR POOR ANSWERS
ON THE CALIFORNIA TEST OF PERSONALITY

I D. Feeling of Belonging

May, 1952

	37	38	39	40	41	42	43	44	45	46	47	48	
Rae													0
Celia													0
Rilla													0
Molly				x									1
Cathy	x												1
Mike													0
Jeff							x						1
Jean							x	x					2
Don													0
Lois													0
Jan													0
Joe													0
Ted													0
Eddie										x			1
Leo										x			1
Jill										x			1
Mary													0
Fred												x	1
Rhoda				x			x	x					3
Sara													0
Rudy				x			x						2
Mae													0
Hugh													0
Gay	x												1
Berna							x						1
Vicky							x					x	2
Denny													0
Dan													0
Roger	x		x	x				x		x	x	x	7
Wayne							x	x	x				3
	3	0	3	2	0	0	7	4	4	1	2	2	
	Group Mean												.933

Special group representing 33.3% of total group gave 57.1% of poor answers.
Remainder of group representing 66.7% of total group gave 42.9% of poor answers.

Table XXX

MEMBERS RESPONSIBLE FOR POOR ANSWERS
ON THE CALIFORNIA TEST OF PERSONALITY

I E.. Withdrawing Tendencies

May, 1952

	49	50	51	52	53	54	55	56	57	58	59	60	
Rae								x					1
Celia		x	x										2
Rilla													0
Molly					x								1
Cathy													0
Mike		x											1
Jeff	x	x	x			x	x						5
Jean	x				x		x	x					4
Don													0
Lois		x											1
Jan		x					x	x					3
Joe		x											1
Ted													0
Eddie		x	x										2
Leo		x											1
Jill		x											1
Mary	x	x					x	x	x				5
Fred	x	x				x	x				x		5
Rhoda	x	x	x	x	x			x	x			x	8
Sara		x											1
Rudy	x	x	x	x	x		x		x			x	8
Mae	x	x	x	x			x						5
Hugh	x	x											2
Gay	x	x	x					x					4
Berna								x					1
Vicky											x		1
Denny		x	x		x		x	x				x	6
Dan	x	x											2
Roger	x	x				x							3
Wayne	x	x	x	x	x		x	x	x	x		x	10
	12	21	9	4	6	3	9	9	4	1	2	4	
	Group Mean												2.80

Special group representing 33.3% of the total group gave 50% of poor answers.

Remainder of group representing 66.7% of the total group gave 50% of poor answers.

Table XXXI

MEMBERS RESPONSIBLE FOR POOR ANSWERS
ON THE CALIFORNIA TEST OF PERSONALITY

I F. Nervous Symptoms

May, 1952

	61	62	63	64	65	66	67	68	69	70	71	72	
Rae													0
Celia						x							1
Rilla													0
Molly					x			x					2
Cathy							x			x			2
Mike													0
Jeff			x	x		x	x	x					5
Jean			x										1
Don													0
Lois													0
Jan													0
Joe													0
Ted													0
Eddie		x					x						2
Leo					x	x	x				x		4
Jill													0
Mary			x			x							2
Fred				x	x			x				x	4
Rhoda			x			x						x	3
Sara													0
Rudy		x				x		x	x	x			5
Mae		x	x						x				3
Hugh	x	x	x			x							4
Gay													0
Berna	x	x	x				x			x	x		6
Vicky	x						x						2
Denny	x		x		x			x				x	5
Dan	x								x				2
Roger	x			x	x	x	x				x		6
Wayne		x	x		x	x		x	x	x	x		8
	6	6	9	3	6	9	7	6	4	4	4	3	
	Group Mean												2.06

Special group representing 33.3% of the total group gave 62.78% of
poor answers.

Remainder of group representing 66.7% of the total group gave 37.22%
of poor answers.

Table XXXII

MEMBERS RESPONSIBLE FOR POOR ANSWERS
ON THE CALIFORNIA TEST OF PERSONALITY

II A. Social Standards

May, 1952

	73	74	75	76	77	78	79	80	81	82	83	84
Rae	x											1
Celia												0
Rilla	x											1
Molly												0
Cathy			x									1
Mike	x											1
Jeff											x	1
Jean	x											1
Don	x											1
Lois	x											1
Jan	x											1
Joe	x						x			x		3
Ted			x									1
Eddie												0
Leo	x											1
Jill												0
Mary	x					x						2
Fred	x											1
Rhoda									x			1
Sara								x				1
Rudy	x										x	2
Mae												0
Hugh										x		1
Gay			x						x			2
Berna							x					1
Vicky												0
Denny	x	x										2
Dan						x						1
Roger									x	x	x	3
Wayne	x							x			x	3
	14	1	3	0	0	2	2	2	3	3	4	0
	Group Mean											1.13

Special group representing 33.3% of total group gave 44.1% of poor answers.

Remainder of group representing 66.7% of total group gave 55.9% of poor answers.

Table XXXIII

MEMBERS RESPONSIBLE FOR POOR ANSWERS
ON THE CALIFORNIA TEST OF PERSONALITY

II B. Social Skills

May, 1952

	85	86	87	88	89	90	91	92	93	94	95	96	
Rae													0
Celia	x												1
Rilla													0
Molly													0
Cathy													0
Mike	x												1
Jeff	x	x			x		x						4
Jean	x			x					x				3
Dan	x												1
Lois	x		x			x		x	x				5
Jan													0
Joe	x						x		x				3
Ted	x								x				2
Eddie	x												1
Leo	x				x				x				3
Jill	x												1
Mary			x	x	x								3
Fred	x		x			x	x		x				5
Rhoda	x				x								2
Sara													0
Rudy	x		x						x				3
Mae											x		1
Hugh	x	x							x				3
Gay	x												1
Berna	x				x			x	x				3
Vicky	x	x			x		x	x					5
Denny	x	x			x		x						4
Dan	x												1
Roger	x		x					x	x				4
Wayne	x	x					x			x			4
	22	5	5	2	7	2	5	3	11	1	1		
	Group Mean												2.13

Special group representing 33.3% of the total group gave 45.3% of poor answers.
 Remainder of group representing 66.7% of the total group gave 54.7% of poor answers.

Table XXXIV

MEMBERS RESPONSIBLE FOR POOR ANSWERS
ON THE CALIFORNIA TEST OF PERSONALITY

II C. Anti-Social Tendencies

May, 1952

	97	98	99	100	101	102	103	104	105	106	107	108	
Rae													0
Celia													0
Rilla													0
Molly	x												1
Cathy													0
Mike	x												1
Jeff	x				x				x				3
Jean	x							x					2
Don													0
Lois													0
Jan													0
Joe													0
Ted													0
Eddie								x					1
Leo													0
Jill				x									1
Mary	x										x		2
Fred						x		x					2
Rhoda	x										x		2
Sara			x	x									2
Rudy	x							x			x		3
Mae										x			1
Hugh	x			x									2
Gay													0
Berna											x		1
Vicky	x								x		x		3
Denny											x		1
Dan								x	x				2
Roger									x				1
Wayne	x			x							x		3
	10	0	1	4	1	1	0	5	4	1	7	0	
Group Mean													1.13

Special group representing 33.3% of the total group gave 50% of poor answers.

Remainder of group representing 66.7% of the total group gave 50% of poor answers.

Table XXXV

MEMBERS RESPONSIBLE FOR POOR ANSWERS
ON THE CALIFORNIA TEST OF PERSONALITY

II D. Family Relations

May, 1952

	109	110	111	112	113	114	115	116	117	118	119	120	
Rae													0
Celia													0
Rilla		x											1
Molly		x											1
Cathy													0
Mike													0
Jeff										x			1
Jean		x											1
Don		x											1
Lois		x											1
Jan		x											1
Joe													0
Ted													0
Eddie													0
Leo													0
Jill							x						1
Mary		x											1
Fred	x									x			2
Rhoda													0
Sara													0
Rudy										x			1
Mae													0
Hugh													0
Gay		x											1
Berna		x					x						2
Vicky		x		x				x		x			4
Denny													0
Dan													0
Roger	x	x	x			x			x				5
Wayne					x		x						2
	2	11	1	1	1	1	3	1	1	4	0	0	
	Group Mean												.86

Special group representing 33.3% of total group gave 57.6% of poor answers.

Remainder of group representing 66.7% of total group gave 42.4% of poor answers.

Table XXXVI

MEMBERS RESPONSIBLE FOR POOR ANSWERS
ON THE CALIFORNIA TEST OF PERSONALITY

II E. School Relations

May, 1952

	121	122	123	124	125	126	127	128	129	130	131	132	
Rae													0
Celia		x											1
Rilla													0
Molly								x					1
Cathy		x											1
Mike						x							1
Jeff		x				x							2
Jean											x		1
Don													0
Lois													0
Jan		x							x				2
Joe								x					1
Ted													0
Eddie						x				x	x		3
Leo				x				x					2
Jill										x			1
Mary										x			1
Fred										x			1
Rhoda	x						x						2
Sara													0
Rudy							x	x	x		x		4
Mae											x		1
Hugh					x			x					2
Gay	x							x		x			3
Berna													0
Vicky					x				x	x	x		4
Denny	x	x						x	x	x			5
Dan		x			x			x					3
Roger		x		x				x		x			4
Wayne	x	x		x	x	x	x	x	x		x	x	10
	4	8	0	3	4	4	3	10	5	8	6	1	
Group Mean													1.86

Special group representing 33.3% of total group gave 64.2% of poor answers.

Remainder of group representing 66.7% of total group gave 35.8% of poor answers.

Table XXXVII

MEMBERS RESPONSIBLE FOR POOR ANSWERS
ON THE CALIFORNIA TEST OF PERSONALITY

II F. Community Relations

May, 1952

	133	134	135	136	137	138	139	140	141	142	143	144
Rae												0
Celia												0
Rilla												0
Molly					x							1
Cathy												0
Mike												0
Jeff								x				1
Jean												0
Don												0
Lois				x								1
Jan												0
Joe												0
Ted											x	1
Eddie												0
Leo												0
Jill			x							x	x	3
Mary			x								x	2
Fred			x	x								2
Rhoda												0
Sara												0
Rudy			x									1
Mae												0
Hugh												0
Gay		x					x		x			3
Berna					x							1
Vicky	x		x									2
Denny												0
Dan										x		1
Roger	x		x				x	x	x			5
Wayne											x	1
	2	1	6	2	2	0	2	2	2	2	0	4
Group Mean												.833

Special group representing 33.3% of total group gave 56% of poor answers.
 Remainder of group representing 66% of total group gave 44% of poor answers.

E. THE FOURTH GRADE AT THE END OF THE YEAR

The preceding sections of this chapter have outlined and amplified each step of the informal experiment used in this study. This chapter will summarize the results of the analysis and study carried on throughout the experiment and point out the problems solved and the problems remaining at the end of the year.

Twelve children seemed to have special problems at the beginning of the year. These children were selected for special attention.

Instruments used to study this fourth grade class, including the twelve children selected for special study, were: identification sheets, sociograms of committee choices, sociograms of three best friends, classroom social distance scales, a social analysis of the classroom, and personality tests.

From teachers' comments and a teacher identification sheet, the twelve children with special problems were identified and seemed to fall in the following categories: those showing overt behavior which was non-conforming, those who were withdrawn, those rejected by the group, those who had little interest in school activities, and those who needed much adult supervision.

In general, the children who presented the above problems in September had likewise received the greatest number of poor scores or low ratings in nearly every other measure given during the term.

By March and May, however, some of these children had made sufficient progress to give evidence of better adjustment. The May sociograms showed much more inter-relationship among the group membership.

The classroom social distance scale indicated changes which had occurred within the group and brought to view the many children who wanted to be friends with a large number of the class group. It also pointed out children who were rejected and those who rejected many others in the group. This measure was encouraging to the teacher since those who were isolates on sociograms still liked many classmates and were liked by a number of children in the group.

The social analysis of the classroom showed how the children in the group classified their fellow pupils under twenty-six descriptions. The teachers and pupils showed a high degree of consistency in their classification of group members, particularly among those who were in the special group. Certain children showed favorable changes in May. This change was indicated by a reduction in the per cent of choices received by them for the particular classifications.

The personality test administered in January and May indicated the individual needs of group members. The results of these tests also showed that children in the special group in general had made a considerably higher per cent of poor answers than had the remainder of the pupils who represented nearly sixty-three per cent of the group membership.

Although each measure or scale differed in type, the results of each seemed to point to various problems of the children in the group for special study.

The general trend was for these children individually or collectively to be those most isolated, those listed in more classifications indicating undesirable behavior or maladjustment, those whose names recurred most frequently in association with group problems, those who were received less warmly by the group, and those who were recognized by children and teachers as having personality traits not very acceptable to good group living.

The small group technic in use in the classroom, offered opportunity for and encouraged participation by all group members. Many types of activities characterized this technic. These have been described in Section C of this chapter. As children worked in the small groups or committees throughout the year, changes became apparent both in personality traits and in adjustment to the group. Some children developed rapidly, others made but slight progress, a few seemed to do less well, but the group as a whole showed the result of the changed behavior on the part of some group members. Group norms were developed. Individual members began to perceive themselves as members of (1) a small group and (2) as part of a larger group, the entire class.

Problems which existed at the beginning of the year and were in various stages of solution by the end of the year were as follows:

September ProblemsStage in May

Disorganization of group	Over-all group belongingness
The group lacked norms for itself	Group norms established
Isolation of many individuals	More individuals accepted by group
Rejection of many individuals by the group	New friendships formed
Non-conforming, overt behavior by several pupils	Unwillingness to contribute
Withdrawal tendencies by several pupils	Only one seriously withdrawn
Disinterest in school activities	Full participation in group activities
Need for close adult supervision	Enjoyment of small group work
Much self-management—group discipline	Gains in security, independence and initiative
Pupils perceive selves as individuals	Pupils perceive selves as related to the group
	Use group norms as frames of reference for individual behavior

In addition to the group and individual problems listed above, the twelve children who seemed to be in most need of help in their adjustment to the group, also showed growth and improvement by the end of the year. A few remarks from the end-of-the-year teacher reports for these children should describe the nature of behavioral changes observed in children of the special group under study.

Excerpts from the reports follow:

Dan was one of the pupils whose progress had been easily recognized and who vied with Wayne for top honors in the amount of improvement shown. Since the behavior of these boys was of a negative nature at the beginning of the year, their change to a more acceptable form of behavior was not only noticeable but was pleasing to those who worked with the group, and to the group itself. Likewise it was rewarding to the boys, as they were able to receive recognition, attention, and acceptance from the group once they could direct their energies into acceptable patterns. Dan's improvement was not just a conforming to standards set by the group. His improvement was probably based on becoming aware that he had valuable ideas to share with the group, that the group liked his ideas, that he and others in his small group could talk things out together, and to discover that sometimes the entire class would accept an idea from his group. When the small groups first met, Dan used to do considerable "horse-play" and showing off. As he learned that this did not rate him very well with his friends in the group, he seemed to straighten himself out and seriously consider the problems of the group for a long enough time to appreciate the difference in the attention he received from "acting smart" and the approval he gained from the good ideas he presented. At one small group meeting he was being a little more rowdy than usual when his best friend, Don, spoke rather sharply to him and said,

"Dan, cut out the horse play and act your age. We've got work to do." Dan began conforming to group requirements at once and this seemed to be a turning point in his behavior. Dan had no other major problem and it was a satisfaction to observe his steady growth through the year. He found so much challenge in his work, once he became serious enough to accomplish something, that there is strong reason to believe his improved behavior may continue. Dan was a good athlete for his age and the children admired him for his ability to play. Dan had an idea that he had to win every time and although his idea seemed to be modified somewhat through group discussion, it still seemed a fairly strong desire of Dan's, even at the close of the year. However, at various times he was overheard to comment, "It's just a game," and "the score isn't the most important thing. It's playing it that's important." and once "Well, someone has to lose." Perhaps he was beginning to build a better philosophy about winning, too.

Mae has become much more out-going and friendly. She has developed socially as she worked with others in small groups. She could make contributions in class without feeling too insecure to speak above a whisper. She could hold her own with others and speak up for herself when necessary. This was a definite improvement. Mae attacked her work with more vigor and gave the appearance of considerable self-assurance. She had a fine attitude toward all her work.

Rudy had personal qualities which people enjoyed. He was helpful in many ways and was always a ready volunteer for any work about the room or school. Rudy sometimes acted as though he didn't want to do the right thing which made it seem as if he had a poor attitude. Perhaps this was tied in with some deep emotional insecurity rather than a true picture of how he felt at the moment. He seemed to have a negative attitude about school and often said, "I don't like school." It seemed that it was more to impress one than a real indicator of how he felt. Rudy needed a lot of understanding but he was very likable, too. He was quite serious about everything he did. He had fine ability in art and liked to draw and paint. Rudy had made growth in working with others in the small groups but his individual work habits were still poor. He felt a responsibility for following through when the small group was involved.

Denny had made outstanding growth in social development and in gaining emotional stability. He seemed to have found a place in the group and had gained self-confidence. He showed fright at new things and got himself easily confused at times. He seemed to expect he would not be able to understand or do something before he started, so frequently was not emotionally ready for the task or the directions. Denny finally found a challenge in his work and gave signs of satisfaction in his new achievement. Consequently he was beginning to focus his attention on the job at hand more

consistently than previously. Denny still worked and played alone more than he worked in groups. He had found more acceptance in the class group since he had made several worthwhile contributions to group projects. His art work was superior and offered him a channel for recognition.

Hugh had made wonderful improvement during the term. He had a fine attitude toward school and seemed happy. He seemed to be making some friends in the group and was much admired for his fine skill in sports. Hugh frequently remarked how much more he liked school this year than did last year. He was beginning to understand how to study and do simple research work. His contribution of a model Viking ship, hand carved, for the Scandinavian exhibit at the all-school event, Festival of Nations, really won him recognition by the group. This seemed to be the first time the group felt that he had something really fine to offer.

Wayne had made more improvement emotionally and socially than most children in the group. He no longer made grimaces nor giggled. He has gradually found a place for himself in the group. He had learned that he could contribute to the group activities and gain recognition for his efforts. He had seemed completely thrilled with his ability to find information to share with the group for social studies. The satisfaction he gained from making contributions seemed to have replaced his need to act "silly" by making faces and giggling. Wayne probably made more growth than any other child in the room.

Vicky seemed to make but little development during the year. Her interest did not appear to be in the usual activities of the classroom. She liked to draw little pictures of girls and beyond that seemed to have little interest in what was going on in the room. She seldom seemed to enjoy her work in selling tickets in the ticket stand or for school lunch in the lunchroom. She contributed some to small-group discussions, however, and did work happily on decorations for the lunchroom tables. The children seemed to accept her a little better at the close of the year, although not well. She attended one of the girls' birthday parties without an invitation and although the girl's mother tried to help her fit into the group, Vicky tried to gain all the attention when the group played games. The others seemed to resent this and were soon picking on her. She sometimes said the work was too hard for her although she had high ability, according to her score on the California Test of Mental Maturity. Vicky was a good reader so had no handicap in that respect. Probably her difficulty was more severe than could be easily helped in the classroom situation for she had deep-seated emotional problems which, her mother said, started with the death of her father in the second world war while Vicky was quite young. The years of adjustment were difficult, according to the mother, and involved living with various relatives and many moves. She did show some improvement during the year as she was able to find more worthwhile things to do with her time than writing notes and

making "eyes" at the boys. Perhaps Vicky was immature for the group, too. She was a clean, physically attractive, capable child who had much potentiality if she could be freed of her emotional problems. Vicky was another child who needed special professional help.

Nona had a very difficult time finding a place for herself in this group. She seemed to have no way in which to win recognition from the group. The children carried over a dislike for her from the previous year, during which she had entered this school. Nona seemed immature at that time and the parents were asked to consider a retention so that she might be able to make a satisfactory adjustment to the new third grade group. Her parents could not accept this idea and insisted that Nona could do all right if she just tried. Nona tried many angles to win friends and a feeling of group belongingness. She tried to act happy and jolly; to laugh relishingly at everyone's story or joke. She flitted from one group of friends to another, always on the fringe, trying to make her way in. She at one time reversed herself and tried to be as "naughty" as she could, to be nonchalant and disdainful. Then she tried to attract attention by being late every morning. She and the girls quarreled over Bluebird arrangements, over going to and from school, and over innumerable petty matters. Her non-acceptance by the group was very evident. Nona was conscious of this and mentioned it in the individual conference period given

her and others who seemed to need such time. During these individual conferences the real basis for Nona's problems seemed to come to the front. She spoke freely but with emotion of her home difficulties and seemed to have gained some release from the telling. The teacher made few comments and those made were as non-directive as possible. Nona was one of those youngsters who needed more professional help than a school could offer, and more understanding and affection than her home was giving her.

Some quotes from Nona's conferences follow:

"Lots of kids can be hurt real bad. Seems like I'm just like a little baby and kids all laugh at me. I never had many fights at the other schools and the kids don't try to make friends with me."

"I asked the kids to come over and play. They don't want to be friends. Rachel said, 'What should we do?' Berna told her and then Lois and her cousin came. Lois said, 'Do this! Do that!' I didn't have my bike then. They all got on their bikes and rode off."

"Another time they wouldn't let me sit in the hammock. My bike was a little newer than theirs. Rae said, 'Gee, your bike was a second-hand bike.' I had to stand there through it."

"When I get hurt I usually do think of people in the war; when daddy got shot. Most people get usually hurt, lose their blood. Mamma said maybe that's what happened to Orville (Nona's real daddy) and daddy (step-father) said, 'Well, that's just their hard luck.' When they fight I have to go to cry to Mamma."

"Grandma ran an' got a telephone and told Mamma and Mamma was packing up to leave Daddy because he was drinking too much. Mamma just packed up. Once before that Daddy said he's never drink again. One night he drank so much, Mamma smelled his breath and

packed up. She said she'd leave him a bed, a chest, and some clothes. I went to _____ and went to school there, a whole grade and a half. Then I went to _____ and went to school there a half year. I came part of a year here and now I'm in the fourth."

"I thought my Mamma was always nice but just last Sunday night they had another fight and Mamma took off in the car. They had a fight at my Grandma's (paternal)—a big fight upstairs. When they came down something really did scare me—Daddy came down and unhooked all the batteries in the car. She wasn't feeling well. She said, "I don't think I'll ever come back." It made me feel upset.

"I can tell the way they talk if they are going to have a fight. It makes me feel sad. I want a daddy. I don't want him to go away real bad. He never talked about running away. Mamma said, "We can just go off. Just pack up and go. Lock the door."

From the above quotes, one could see that the school could do little to help Nona solve her emotional problems. Her troubles stemmed from early shock and loss, coupled with continued insecurity in her present living conditions. In addition to the problems suggested in her remarks above, Nona had two others. Her maternal grandmother, much beloved, was lingering in a critical illness and she had more than the usual sibling rivalry with a younger brother who had now gained the attention she had once had from her grandparents.

In April, Nona and her family left for another state where they were "going to find a new and happy life together." Nona seemed ecstatically happy over the move. Perhaps she dreamed of new friends and security in a new place and a new home.

Paula transferred in March to another school in another town. Paula had transferred two or three times each year for several years, which must have had some bearing on her main problem—that of insecurity to the extent of withdrawal. Paula made great strides during the year. She blossomed during the small group sessions where she evidently felt she could participate when so few were in the groups. In December, when new leaders were chosen, Paula was made a group leader. She made friends after the first two or three months and seemed to be well liked by most of the children. Paula and Mary became pals and Mary seemed lost after Paula left in the Spring. By the time she moved, Paula was making contributions to group discussions quite freely in the larger group and the teacher had some hope for a positive carry-over into her next school situation.

Berna has become much more ready to participate in group discussions. She has begun to express her ideas before the group and at times has shown considerable force. Probably her period of greatest growth came while she was a small group leader. The help and encouragement of friends in the small group seemed sufficient to support Berna. She seemed able to gain self-confidence in her position of leadership. Although she was not a forceful leader, she was able to hold the group together and gain satisfactory results from their work.

Gay's rejection by the group had its beginning much earlier

than the current year of this study. The teacher was unable to identify many of the causes. Gay's rejection was apparent to anyone working with the group. Her friendship with Lee also was evident. This relationship was close enough that one child would defend or sympathize with the other, as the situation would demand. Gay made an outstanding contribution to the Festival of Nations exhibit, following individual research, which won her the admiration of her classmates and of adults, too. She seemed extremely pleased with this recognition and almost seemed to become a part of the group for awhile. This relationship did not seem to be stabilized, however, for she was pretty much on the fringe of friendship circles in the group throughout the remainder of the year. It seemed that Gay's problems were more extensive than could be dealt with in the classroom alone and during the course of one year.

Roger probably made less progress than any other child in the group. His handicap was excessive and the assistance that could be given him was small. No extensive or lasting results could be expected. Perhaps his greatest satisfaction was in his friendly relationship with the teacher. He was able to do fairly well in games; baseball was his best game and he seemed to enjoy it.

Roger had a history of unsatisfactory achievement. His speech disorder was severe. The latest diagnosis was aphasia. Little could be done to help him and he was under constant pressure at home to learn to read and to talk plainly. Roger seemed unhappy and

gave indication of this in such remarks as, "I hate school." "I don't like to play." "I don't like it here. I wish I could go to my grandmother's. The kids don't like me very well. I don't like them, either. I don't like it at home. Oh, yes, I like my rabbits, but I don't have fun."

The children were willing to accept Roger into the group activity and many were constantly looking out for him and trying to help him.

Certainly Roger's problems were beyond solution purely through a particular classroom technic of working with children.

As an informal evaluation of the small group work from the viewpoint of the children concerned with it throughout the year, the pupils were asked to write their comments about it. It was suggested that they might say anything they wished and that the purpose in giving their comments was to help in planning for the children who would be fourth graders the following year. In order to assist those who might need stimulation for thinking, the following five questions were written on the board:

Have you enjoyed working in permanent committees?

How do you think it has helped you?

Do you think you have made new friends this year?

What do you think has helped you most in making these new friendships?

Is there anything you would like changed about the committees? Explain what it is.

Thirty, or all of the children, stated they had enjoyed working on permanent committees.

The comments on how the committees had helped the children were summarized as follows:

- 8 Helped me in planning and working together
- 8 By learning to work together in groups, or to work better with others
- 7 To make new friends or to get acquainted with others
- 4 To study, to plan and study better
- 2 Helped me a lot
- 1 In a way that I can't say

Twenty-eight children felt that working in small groups had helped them to make new friends. One boy, Fred, said that he had known them all before and a second boy, Eddie, felt that on committee work you need to work with "a few people you don't necessarily want to work with."

The points given by the children as those which most helped them to make new friends were:

- 13 working together in committees (small groups) or talking or planning together in groups
- 6 getting to know others better, in working and playing, having fun together
- 6 by being friendly—being kind to them
- 3 lots of things
- 1 nothing. I was already friends with them
- 1 no comment (Eddie)

Twenty-nine of the thirty children desired no change in the committee or small group set-up. They expressed enjoyment from the work and mentioned values received from group work. One child, Eddie, did not state any change which should be made but neither did he feel the small groups had been particularly valuable to him. He would rather have them "raise hands and call on different children."

A few comments from the children's evaluation sheets are included in case they may be of interest to a teacher reading this study. The selection of quotes has been from an interest standpoint, to give some idea of types of comments, and to see how children from the special group under study have responded.

I have enjoyed being in permanent committees very much!!! I have liked my committees and I think we have worked well!!! I think I have made a lot of friends this year. In making friends it is the new people in the school!!! Me and my committees have had lots of fun and did not want to change!

Gay

I have enjoyed the committee work. It has helped me in planning together and in working together. I have made friends with Mike and Ted. The committees have helped me to work with different people. I do not want them changed.

Denny

I have liked working in the committees very much. It has helped me in planning. I have made new friends and it has helped me in sharing with the class. I think working in the committees has helped me most to make friends. There isn't anything I would change.

Berna

Yes. I have enjoyed working with the committee groups. They have helped me most in planning and working. I have made new friends, Jean especially. It has been working and talking and planning together that has made new friends. I would want no change.

Celia

I have enjoyed working in permanent committees. They have helped me a lot. Yes, I have made a lot of friends this year. I think being kind to them helps most. No, I like the committees just as they are.

Rhoda

The committee work has helped me. It has helped me in a way that I cannot say. It has helped me to make friends. It has helped me to have better habits. I do not want it changed.

Rudy

Yes, I have enjoyed working in the permanent committees. We have learned about Africa and other things. Yes, I have made new friends. They done nice things for me. I don't want to change.

Mae

The committee work has been very interesting. It has helped me by learning to work in groups. I have made new friends this year. I think being friendly helps most. No, I would not change the committees for next year.

Molly

I think the committees were good. I heard the names of the children more. Committee work helped me to get acquainted with the children.*

Ted

The committees helped us in getting along with some kids. We made more friends. The committee work brought us close together.

Joe

I have enjoyed working in permanent committees. I think they have helped us a lot. I have made many new friends this year. The committees have helped us to have more fun. No, I would not change them.

Vicky

The committees have helped me a lot. It has helped me in my reading. It's helped to make friends, too. I got to playing with them and now we like each other. The committees helped me quite a bit. We got together 'cause we worked together.

Hugh

*Ted was a transfer pupil at the beginning of the term.

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Gay

I have enjoyed the committee work. It has helped me in planning together and in working together. I have made friends with Mike and Ted. The committees have helped me to work with different people. I do not want them changed.

Denny

I have liked working in the committees very much. It has helped me in planning. I have made new friends and it has helped me in sharing with the class. I think working in the committees has helped me most to make friends. There isn't anything I would change.

Berna

Yes. I have enjoyed working with the committee groups. They have helped me most in planning and working. I have made new friends, Jean especially. It has been working and talking and planning together that has made new friends. I would want no change.

Celia

Yes, I have liked permanent committees. They have helped in ways of planning. I have made two new friends and have found good in other people. I have learned to make friends better myself. I would not change the committees but maybe we could do more things together.

Rilla

The children's evaluation of the small group technic was used as a conclusion to this chapter because it was felt that the way they felt about the group work would be its most meaningful evaluation.

The following and final chapter will summarize the complete study and list conclusions and the implications for education.

Chapter IV

SUMMARY, CONCLUSIONS AND IMPLICATIONS

The small group technic and its use in the classroom was the topic of this study. The method of study was that of the informal experiment. This approach does not affect the positive and definite results of the controlled experiment but does have the advantage of being conveniently used in any regular classroom situation.

The informal experiment was set up in the fourth grade room of the College Elementary School at Central Washington College of Education. This group contained thirty-one members, eighteen girls and thirteen boys. Twelve of these children had one or more problems which made it difficult for them to become participating members and to gain acceptance in the group. The teacher decided that further study and analysis was needed before assistance could be given them. A survey of cumulative records, a sociogram, and a teacher-identification sheet confirmed the teacher's observation of these pupils. The children selected for study were those who had earned the majority of unfavorable comments by past teachers and whose behavior pointed to problems of withdrawal, of non-conforming overt behavior, of rejection by many group members, and of need for constant adult supervision. The sociogram, in the

main, showed these children as isolates or near-isolates. In addition to the twelve children under special study, twelve others seemed to have some of the same problems but not of the same intensity.

It was decided to use the small group technic as a method of attempting to assist these children in belongingness in the group. This technic consisted of the use of democratic group procedure to stimulate participation by all, to develop group norms, and to gain recognition and acceptance for group members. The three types of groups were the large group consisting of the entire class, and two small groups, the small committee group and the buzz group. Each of these groups was used for different purposes and each had its own peculiar activities. The small groups or committees had regular functions or duties. These groups were made up of from four to seven members and retained their identity over a three months' period. Each small group had a group leader elected by the group. The make-up of the group was based on a sociogram of committee choices together with the teacher's judgment. The work of the small groups consisted of the following: discussion, planning, solution of problems, and research.

Shifts in the small groups took place after each three month period. Each shift was based on a sociogram of committee choices, a social distance scale, and the teacher's judgment.

A variety of tools was used to evaluate the progress of the group in meeting the September objectives of developing individual belongingness to the group, to develop group norms, and to develop more desirable personality traits among certain members of the group. These were: identification sheets filled out by the teacher, sociograms of committee choices and sociograms of three best friends, the classroom social distance scale, a social analysis of the classroom, and personality tests.

During the year, recordings were made of the children at work in their small groups. These were written up in such a way that the children could re-enact them for the purpose of evaluation. Excerpts from these and samples of the children's evaluations have been included in the body of the study. At the end of the year an informal evaluation of the group work was made by the children and a number of these also have been included.

When considering the group averages, there seemed to be no significant changes as determined by the various instruments used in this study. When considering the group of twelve children under special study, however, there seemed to be discernible several trends which had bearing on the problems of this group. These were: (1) children in this group seemed to give poorer answers, gain poorer scores, and have more isolates and near-isolates in proportion to their number than did the remainder of the group, (2) the other members of the class seemed to be aware

of the non-conformity and non-acceptance of these children and (3) the children in the special group seemed to be somewhat aware of their own problems.

At the end of the year, the evaluations used, which included teacher observation, various instruments, and the children's evaluations, all gave some indication that progress had been made toward the solution of the September problems. It must be noted, however, that the degree of progress varied according to the type and intensity of the problems. Those problems which seemed most completely resolved were: withdrawal tendencies, non-conforming overt behavior, and need for constant adult supervision. The problem which seemed least affected was that of rejection by the group. Evidence was also given that at least part of the improvement gained was due to the work in small groups. This evidence was, of course, subjective in nature.

Conclusions of this experiment

1. Children who worked in small groups over an extended period of time felt that they made new friends.
2. Children in this study, who consistently had special problems did poorer on the instruments used for analysis.
3. While the group as a whole, reflected in averages, showed no significant change, individuals within the group, and particularly individuals within the special group, gave evidence of at least partially solving some of their problems.

4. Children showed some discrimination in choice of committee members when compared with their choices for three best friends.
5. The social analysis of the classroom seemed to differentiate those children who had unusual problems.
6. The classroom social distance scale, as it was graphed by this writer, offered a broader base for grouping children since it did not limit the choices.
7. Children who received little benefit from the small group work seemed to be those children with severe handicaps or extensive emotional problems.
8. The personal development of individual children seemed to be easily observed by the teacher.
9. Further research is needed to determine the greatest value to the teacher of the social analysis of the classroom tool.
10. Further research is needed to determine the bases for group rejection of classmates and to study methods of gaining acceptance for such children.
11. Further research is needed to determine the causes of individual children rejecting the group and to study methods of developing a feeling of belongingness in these children.

Implications for Education

1. Democratic group work with children offers one method of

developing group belongingness.

2. The small group technic deserves more attention and study as a method of practical and advantageous classroom procedure.
3. The small group technic should be studied to investigate its various effects, including therapeutic, upon the members of the group, such as its effect upon the aggressive child, the shy child, or the rejected child.

Limitations of the Experiment

1. This experiment was limited in its findings by the subjective nature of some of the instruments used. The difference in this type of instrument from the type that tests a specific item or items, on which the former idea of reliability has been based, does not make possible a true reliability check in its original connotation.
2. A further limitation of this experiment has been the informality with which it was carried on. Many of the findings have been based on subjective evidence.
3. This experiment was further limited to one group of children and to one year's work with the small group technic.

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